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ABSTRACT

This strategic planning document prepared by the Office of Institutional Research and Planning at Dalton State College (DSC) identifies significant demographic, economic, educational, political, social and technological trends, issues, and priorities impacting institutional planning for 2000-2003. The report describes institutional mission and core purposes as well as 39 key performance indicators (such as student diversity, retention rate, demonstration of general education functional skills, and job placement rates of graduates), used to measure institutional outcomes. The report concludes that DSC should: (1) expect more minority, part-time and/or older students; (2) expand academic advising, counseling and referral services; (3) respond to increasing demand for distance education; (4) develop more extensive continuing education and/or technical programs; (5) expand its bachelor degree programs; (6) develop alternate revenue sources; and (7) document outcomes to meet increasing demands of performance-based funding. Current strengths, weaknesses and opportunities of DSC are briefly summarized, together with a list of strategic emerging issues affecting institutional planning. Report concludes with selected facts and figures relating to demographic and economic issues as well as a listing of skills and competencies increasingly required by employers, together with estimated average salaries for new college graduates in 1998-98. Contains 99 references. (PGS)

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DALTON STATE COLLEGE

Strategic Plan, 2000-2003

Trends and Issues in Post-Secondary Education: An Environmental Analysis Report

A Strategic Planning Document

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Prepared By:
The Office of Institutional Research & Planning
September 1999

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Today, change is not a choice for a college or university; it is a necessity.

Daniel J. Rowley et. al, *Strategic Change in Colleges and Universities: Planning to Survive and Prosper, 1997.*

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Preface

This planning discussion paper highlights significant trends and issues that are influencing post-secondary education in Georgia and the United States. These trends and related implications for Dalton State College are expected to continue into the next millennium.

Today's college environment is a decidedly different place than it was just a few years ago. And more changes are ahead as we enter the new millennium. Many of the trends identified in this document raise important questions about new student demands for more convenient scheduling, better access and information, and increased flexibility from faculty and staff. A central theme is how population growth and the increasing number of potential students must be placed high on the list of external forces likely to shape the future of American higher education. The demand for retraining and upgrading of skills is likely to intensify during both good and bad economic times, and preparation for second and third careers is becoming common place. An economy in which new technologies and international competition result in frequent job displacement, will put colleges under pressure to provide growing numbers of older adults with new skills. Technology will play an increasing role in this development. Indeed, a huge population of new learners will expand the total market for education and entice new competitors from private and proprietary institutions. A growing fiscally conservative political climate, at the local, state, and federal levels, will continue to leave many colleges without adequate funds and put others under the gun to be far more accountable for the money they spend.

As the millennium approaches and we look forward to the next decades ahead, the changes that will surely come our way will take many faces. These changes will present some opportunities as well as challenges. How we choose to take on and respond to these changes will define our growth and success for the future.

In September, the Strategic Planning Committee met to identify planning priorities and strategic initiatives for the 2000-2003 planning period. The trends and issues identified in this paper provided some foundation for this important work. Another key outcome of the strategic planning session in September was the adoption of key performance indicators to help the College measure the outcomes of the various phases and steps in the Dalton State College strategic planning process, as well as its institutional effectiveness.

The whole College community needs to be part of the planning process. This paper is being disseminated throughout the college community to provide a focus for ongoing discussion of the major trends and issues that will face the college in the years ahead. Please forward comments to the Institutional Research office. The document will be available on the Institutional Research web page at: http://www.daltonstate.edu/instres.htm.

Mission and Core Purposes

Dalton State College serves Northwest Georgia by offering associate, certificate, and targeted baccalaureate programs of study and a wide variety of public service and continuing education activities. Located at the center of the greatest concentration of carpet production in the world, the College is a comprehensive institution, one of only two in the University System authorized to offer a full range of technical programs in addition to the traditional pre-baccalaureate curricula and targeted baccalaureate offerings which meet workforce development needs of the Northwest Georgia area.

Through direct and technological collaboration with neighboring technical institutes and other colleges and universities on the one hand, and outreach and cooperation with local preschool, primary, and secondary systems on the other, Dalton State College acts as an educational broker to meet the needs of business and industry and to provide opportunities for all persons within its service area to live self-fulfilling and productive lives.

Dalton State College shares with the other state colleges of the University System of Georgia the following core characteristics or purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs and distinctive characteristics that have a magnet effect throughout the region or state;

- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;

- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;

- a limited number of baccalaureate programs designed to meet the economic development needs of the local area;

- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the economic level within the college's scope of influence;

- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs;

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;

- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;

- technology to advance educational purposes, including instructional technology, student support services, and distance education;

- collaborative relationships with other System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

In all that it does, Dalton State College strives for the highest possible standards of quality and excellence and systematically assesses and evaluates its effectiveness. Especially in its combination of associate level studies in the liberal arts and targeted baccalaureate degrees with a large complement of career programs in health-related, business, and technical fields; in the quality of its preparation of students for work or further study; and in its role as a broad-based information resource for the people of Northwest Georgia, the College seeks to build upon its strengths and to justify recognition as one of the most academically respected, student-oriented, and community-centered institutions of its kind.

Key Performance Indicators

A key performance indicator is a measure of an essential outcome of a particular organizational performance activity, or an important indicator of a precise health condition of an organization.

Daniel J. Rowley, Herman D. Lujan & Michael G. Dolence
Strategic Change in Colleges and Universities

Higher education's "accountability movement" is being accompanied by a greater use of performance indicator systems in response to external mandates within the United States....

Gerald H. Gaither
Assessing Performance in an Age of Accountability

To measure the outcomes of the various phases and steps in the Dalton State College strategic planning process, the following key performance indicators (KPIs) were recommended and approved by the College's Strategic Planning Committee as the core measures of overall institutional effectiveness. The Institutional Research office and the Institutional Effectiveness sub-committee of the Strategic Planning Committee will work to come up with measurable goals for the three planing years (2000-2003). The Institutional Research office will produce an annual report card to gauge how well the College is doing with respect to these key performance indicators.

	KPI	DEFINITION	CURRENT MEASURE
1.	Average ACT/SAT Scores and HSGPA Incoming Freshmen	Average scholastic indicator (SAT, ACT, HSGPA) of incoming freshmen.	Mean composite score of entering freshmen as reported by the Board of Regents.
2.	Recruitment Yield	Percentage of qualified undergraduate applicants offered admission who enroll.	The proportion of freshman applicants accepted for admission and enroll in the fall semester.
3.	Undergraduate EFT Enrollment	Number of total credit hours attempted divided by 12.	The number of all students enrolled full-time and part-time converted into an equivalent number of full-time students.
4.	Student Diversity	Percentage of all enrolled students who are minorities and/or international students.	The proportion of total students who are of minority populations and/or from outside the United States.
5.	Credit Hours Generated	Total student credit hours per semester.	The number of total credit hours earned by full-time and part-time students.

	KPI	DEFINITION	CURRENT MEASURE
6.	Retention Rate	Percentage of fall semester first-time, full-time entering students who are re-enrolled or transferred in the following fall semester.	The proportion of new first-time, full-time degree-seeking students retained or returned to school the second year.
7.	Graduation Rates: -Bachelors -Associate -Technical Division Programs	Percentage of full-time baccalaureate students who graduate in six years (Bachelor's). Percentage of full-time associate degree students who graduate in four years (Associate). Percentage of full-time technical division students who graduate in four years (Technical Division Programs).	The proportion of an identified baccalaureate degree student cohort officially enrolled in a baccalaureate degree program that actually completes a degree and graduate in six years (Bachelor's). The proportion of an identified associate degree student cohort officially enrolled in a transfer degree program that actually completes a degree and graduate in four years (Associate). The proportion of an identified technical division student cohort officially enrolled in a technical division certificate or degree program that actually complete a technical division certificate or degree program and graduate in four years (Technical Division Programs).
8.	Student-Faculty Ratio	Number of EFT students divided by number of EFT faculty.	Overall ratio of fall semester full-time students to full-time teaching faculty.
9.	Degrees and Certificates Awarded	Total number of degrees and certificates conferred.	The number of students enrolled in a degree or certificate program that actually completes and receive a degree or certificate, as reported annually.

	KPI	DEFINITION	CURRENT MEASURE
10.	Regents Testing Program (RTP) Pass Rate on First Try	Percentage of first-time test takers who pass reading and writing competency tests.	The proportion of first-time student test takers who take and pass Regents Testing Program.
11.	Licensure Exam and Certification Pass Rate (RN, LPN, MLT, RT)	Percentage of graduates who attempt and pass licensing and/or certification exams.	The proportion of graduates in various career programs who attempt and pass licensure and/or certification exams for the first time.
12.	Demonstration of General Education Functional Skills	Percentage of graduates who demonstrate competencies in critical thinking, math, science, reading, writing, and computation.	Results of campus-wide freshmen and sophomore competency tests (CAAP, RTP, CPE, COMPASS, Class examinations).
13.	Two-Year College Transfer GPA Rate	Grade point average of all two-year transfer students in the University System.	Average grade point earned by DSC students after transfer to a state college or university.
14.	Performance After Transfer	Academic performance of DSC students who transferred to another University System institution.	The proportion of regular college-level courses at the transfer or receiving institution completed with a grade of "C" or better by students who previously attended compared to a parallel proportion obtained for students who began their studies as first-time freshmen at the transfer institution.
15.	Student Satisfaction	Composite scores from annual new student, continuing student, and graduating student surveys about level of general satisfaction with campus educational programs and services.	The proportion of a sample of new, continuing and graduating students who indicate satisfaction levels with campus educational programs and services.

	KPI	DEFINITION	CURRENT MEASURE
16.	Student Goal Attainment Rates (Graduating and Continuing Students)	Percentage of graduating students who report that their objective for attending DSC has been fully accomplished. Percentage of continuing students who report that their objective for attending DSC will be accomplished at the end of the last reported semester.	The proportion of graduating students who on leaving Dalton State College report that their original goal in attending has been met. The proportion of continuing students who report that their objective for attending DSC will be accomplished at the end of the last reported semester.
17.	HOPE Scholarship Recipients	Percentage of students on HOPE Scholarship.	The proportion of total students receiving financial assistance through HOPE.
18.	Job Placement Rates of Graduates	Percentage of graduates employed within one year after graduation.	The proportion of an identified entering cohort achieving a 'marketable employable skill' who obtain employment in a field directly related to this skill within one year of graduation.
19.	Employer Satisfaction	Composite score from annual employer survey about level of satisfaction with the skills, knowledge and behavior demonstrated by DSC graduates.	The proportion of a sample of regional employers in a given field indicating that their employees who received training at DSC exhibit skills and job performance rates equivalent or superior to all employees.
20.	Alumni Satisfaction	Composite score from periodic alumni survey about level of general satisfaction with campus academic programs and services.	The proportion of a sample of alumni who respond to a survey regarding DSC educational programs and student services.
21.	Faculty and Staff Satisfaction	Composite score from annual faculty and staff surveys on factors influencing job performance and satisfaction	The proportion of faculty and staff who indicate satisfaction levels with campus policies programs and procedures.

	KPI	DEFINITION	CURRENT MEASURE
22.	Faculty Credentials	Percentage of faculty who have attained the terminal degrees in their respective fields.	The proportion of full-time faculty who have earned a Bachelor's, Master's, or doctoral degree
23.	Faculty Diversity	Percentage of full-time faculty who are minority and women	The proportion of total full-time faculty who are of minority populations and women.
24.	External Recognition of Achievements of Faculty and Staff	Number of faculty and staff who receive awards, distinctions, and recognitions by external bodies	The number of faculty and staff who receive awards, distinctions, and recognitions by external bodies.
25.	Library Holdings and Expenditures	Total volume of library holdings and percent of total expenditures devoted to library acquisitions.	Volumes held at end of fiscal year per IPEDS Annual academic libraries survey of books, serial backfiles, and other materials.
26.	Value of Foundation Support and Endowment	Fiscal year market value of endowment and foundation support.	Amount accumulated at market value at the end of fiscal year.
27.	Expenditure Structure	How and where college disperses funds to purchase goods and services to support current operations.	The proportion of DSC expenditures accounted for by instruction, academic support, institutional support, student services, physical support, scholarship and fellowships.
28.	Tuition/Fee Levels and Total Revenues	Total revenue earned from student tuition and fees.	Tuition and fee charges per academic year as prescribed by the Board of Regents.
29.	Per Student Expenditures	Total operating expenditures per equivalent full-time student	Fiscal year total expenditures divided by total full-time equivalent students.
30.	Plant Operation and Maintenance	Expenditures on buildings and grounds as a percent of current operating expenditures.	Funding allocated to physical infrastructure improvements each year.
31.	Continuing Education Program Enrollments	Enrollment in DSC Continuing Education courses.	The number of participants enrolled in continuing education programs and courses.

	KPI	DEFINITION	CURRENT MEASURE
32.	Continuing Education Program Satisfaction Rates	Satisfaction of participants enrolled in DSC Continuing Education programs and courses.	Percentage of participants expressing various levels of satisfaction regarding continuing education programs and courses.
33.	GED Adult Literacy Pass Rate	Percentage of adult literacy students who pass GED program	The proportion of registered students in adult literacy program that pass GED on first try.
34.	Rate of Students in Associate of Applied Science Programs with Learning Support Requirements.	Percentage of entering freshmen in Associate of Applied Science program who have Learning Support requirements.	The proportion of entering freshmen as reported to the Board of Regents enrolled in Associate of Applied Science that have Learning Support requirements
35.	Rate of Students in Transfer Degree Programs with Learning Support Requirements	Percentage of entering freshmen in Transfer Degree program who have Learning Support requirements.	The proportion of entering freshmen as reported to Board of Regents enrolled in transfer Degree programs that have Learning Support requirements.
36.	Rate of Students in Certificate Programs with Learning Support Requirements	Percentage of entering freshmen in Certificate programs who have Learning Support requirements	The proportion of entering freshmen as reported to Board of Regents enrolled in Certificate programs that have Learning Support requirements.
37.	Rate of Students with CPC Requirements	Percentage of entering freshmen with CPC requirements.	The proportion of entering freshmen as reported to Board of Regents that have CPC requirements.
38.	Rate of Students with Disabilities	Percentage of students enrolled and served with documented disabilities.	The proportion of students enrolled and served with documented disabilities.
39.	Rate of Students with Learning Disabilities.	Percentage of students enrolled and served with documented learning disabilities.	The proportion of students enrolled and served with documented learning disabilities.

Assessment of External Environment

Demographics

Northwest Georgia Population

- The College's service area population will continue to grow. Whitfield County census projections for 1998 show an increase from 1990 of about 10,000. Dalton is the 30th fastest growing city in Georgia, adding about 1,000 people since 1990.

- Between 1998 and 2012 the population of the Northwest region where the College draws most of its students will grow from 269,402 to 342,353 – a 27 percent increase.

College-Age Population

The 18-24 year-old segment of the College's service area population will grow by 34 percent between 1998 (24,244) and 2012 (32,403).

Adult/Non-Traditional Student Population

- The fastest growing market for higher education is adult students, many of them women and are attending college on a part-time basis. Baby boomers, those between 40-55 years of age, will be the fastest growing segment of the population to the year 2005. According to the U.S. Department of Education, the number of college students age 35 and older, a mere 823,000 in 1970, is predicted to grow to 3.4 million by the turn of the century. If that hold true, older students will outstrip all other age categories – even the traditionally dominated category of 18- and 19-year-old students. As further evidence, the American Association of Community Colleges now says the average age of students at the nation's 1,250 two-year institutions has risen to 29.

- The average age of Dalton State College students has risen to 26. There will be a 35 percent increase in the population of adults 35 and older in the Dalton State College service area between 1998 (137,416) and 2012 (185,776).

- Changes in the economy, in the nature of jobs, and in emerging technologies are forcing adults to continue their education throughout their lives. Their demand for continuing education will further add to the burgeoning market for lifelong learning. Baby-boomers in their early to middle adult years will need or want to acquire new knowledge and skills so they can advance beyond or keep up to date in their current job. Other adult learners will seek personal enrichment, training for a new job, or a diploma or degree. Senior citizens also will participate to a significant degree. Most adult learners will be women. Technology-based instruction is expected to expand greatly the convenience and availability of college courses to working adults.

- These students will be technologically sophisticated consumers who will expect services that are user-friendly, accessible, and convenient as Automatic Teller Machines (ATMs). Until recently, they have not significantly influenced the traditional delivery of services. The growing market of lifelong learners may demand services and education that are:

  - ✓ available at the time and place of students' choosing
  - ✓ logically bundled and hassle-free
  - ✓ one-stop or no-stop
  - ✓ cost-effective
  - ✓ high-tech but personal
  - ✓ integrated, seamless, and collaborative
  - ✓ consistent and dependable.

DALTON STATE COLLEGE MAJORITY STUDENT POPULATION AREAS
POPULATION PROJECTIONS, 1998-2012

	1998	2000	2002	2004	2006	2008	2010	2012	% Change
Total Population	269,402	282,155	291,494	301,518	311,406	321,392	331,571	342,354	27
Age 18-24	24,244	25,517	27,554	28,914	30,387	31,383	32,156	32,403	34
Age 25-34	38,511	37,287	35,859	35,969	36,005	36,833	38,898	41,809	9
Age 35 and Over	137,416	145,096	153124	160608	167812	175,471	180,214	185,776	35

Source: North Georgia Regional Development Center, September 1999

High School Population

- More high school graduates are expected. Between 1999 and 2009, secondary school enrollment will increase nationally by 9 percent and the number of high school graduates will increase by 16 percent. Secondary school enrollment will rise from 14.9 million in 1999 to 16.2 million in 2009, an increase of 1.3 million high school students. The so-called "baby boom echo" will affect southern states. Regionwide, there are expected to be about 101,000 more graduates from public high schools in 2008 than there were in 1999.

- Regionally, the West and South will continue to lead the nation in enrollment increase in elementary and secondary education. Between 1989 and 2009, the West will see enrollment increase over 35 percent, while the South will see almost a 20 percent increase during the same time period.

- Public school enrolment will continue to grow faster in Georgia than in most states, according to new projections from the US Department of Education. The number of students enrolled in early fall in public schools grew 16.4 percent in Georgia between 1991 and 1997, compared with the national average of 10.2 percent. The number of students enrolled in early fall in public schools will grow 2.6 percent between 2003 and 2009, compared with a projected national decrease of 0.1 percent. Georgia is expected to gain about 12,600 annual graduates of public high schools between 1998-99 to 2007-08. Because of these trends, colleges and universities should expect unprecedented numbers of traditional-aged college students.

Black Student Population

- The number of Black students increased faster than the number of students overall. Nationwide, total enrollment grew 12 percent and the number of Black students grew 40 percent.

- In the South, total enrollment grew 24 percent and there were 53 percent more Black students. Enrollment of black students in Georgia has nearly doubled to 21.8 percent since 1987. The Board of Regents of the University System of Georgia has urged Georgia's colleges and universities to find new ways to recruit Black students to because "this state cannot afford either socially or economically not to."

- Colleges will draw from a larger pool of minority high school graduates. The last two decades have seen major shifts in the racial and ethnic composition of U.S. high school graduates. Between 1976 and 1996, the white non-Latino proportion of the high school graduating class declined about 20 percent, while the proportion of all other racial and ethnic categories grew. The trend is projected to continue into the next decade.

Hispanic Population

- Dalton and surrounding area continues to experience a high influx of non-English speaking citizens, primarily Asian and Hispanic.

- Sometime over the next 10 years, the Hispanic population in Georgia is expected to double to about 1 million people. Since 1990, the state's Hispanic population has nearly doubled, reaching 207,000 in 1997, according to the Census Bureau. Researchers and immigration officials agree that it could be as high as 750,000 with illegal immigrants thrown in.

- According to the Center for the Applied Research in Anthropology at Georgia State University, there are now about 475,000 Hispanics in Georgia and 240,000 in the Atlanta area. Georgia ranks 17th in total Hispanic population, and by 2010, there will be about 1 million Hispanics in Georgia.

- According to a 1998 Southern Economic Survey, the three states posting the highest percentage gains of Latino population in the South are: Arkansas (106 percent), North Carolina (75 percent) and Georgia (72 percent). From 1990 to 1996, the Latin population in the Southeast rose 27.1 percent, slightly ahead of the U.S. figure of 26.5 percent.

- The Hispanic population of Georgia consists of more young people than other minority groups. The average age for the Hispanic population is 26.4 years compared to an average age for the entire population of 36.9 years. Towards the year 2015, the average age for the Hispanic population will only grow 1.7 years while the average age of the entire population will grow 4.9 years.

- Towards the year 2010, Hispanics will be the largest minority group in Georgia. In fact, figures released by the Census bureau on September 15, 1999 confirm this trend. According to the bureau, the numbers of Hispanics increased 112.3 percent in the 16-county metro Atlanta area from July 1990 to July 1998 and were up 100.2 percent overall in Georgia.

Hispanic Student Population

- In Georgia, 2.5 percent of the students in state school districts are Hispanic, but only 1.4 percent of all high school graduates are Hispanic. According to the Georgia Department of Education, while the number of Hispanic students in K-12 classes was up 15 percent from 1997 to 1998, the high school completion rate for Hispanics over the same time period was 50 percent, 18 points lower than the state average.

- Already, 59 school systems report more than 100 Hispanic students; 10 have more than a thousand. Significant numbers of Hispanic students are in Atlanta, Dalton and Gainesville and the counties of Atkinson, Clayton, Cobb, DeKalb, Echols, Fulton, Gwinnett, Hall, Muscogee, Toombs and Whitfield. A total of 21 systems are 5 percent or more Hispanic.

RACE/ETHNIC REPORT

DALTON PUBLIC SCHOOLS

	Hispanic	Black Non Hispanic	White Non Hispanic
6/03/99	42.40	10.13	43.97
9/22/98	41.55	10.57	44.55

WHITFIELD COUNTY SCHOOLS

	Hispanic	Black Non Hispanic	White Non Hispanic
3/04/99	11.22	2.0	85.0
8/28/98	10.64	1.65	85.8

Source: Georgia Project

Racial/Ethic Diversity

- The regional population also will become more ethnically diverse. Over the past two decades, the population mix of the South has changed dramatically. Whites have declined from 76 percent to 68 percent. African-Americans have increased from 18 percent to 19 percent, and Hispanics have jumped from 5 percent to 11 percent.

- According to figures released by the Census Bureau on September 15, 1999 the number of Hispanics and Asians in metro Atlanta and the state has grown dramatically. Hispanics led the way. Their numbers increased 112.3 percent in the 16-county metro Atlanta area from July 1990 to July 1998 and were up 100.2 percent overall in Georgia. The number of Asians increased 96.6 percent in the metro Atlanta area and 91.6 percent in Georgia.

- By 2015, 20 percent of the southern region's population will be Black and 13 percent Hispanic. In Georgia, the Black population is expected to be a larger percentage of the total by 2015, while the Hispanic population is not expected to account for greater percentages of the total population.

Georgia Population

- Population growth in the South will outpace the national growth rate well into the next century. About 1 million people each year are expected to live in the southern regions of the nation – about 92,000 more people annually in Georgia.

- The population of Georgia will continue to grow at a rate greater than that of the US. This growth will not be the same for all segments of the population. Currently, Georgia's population stands at 7.6 million. It will grow to 8.8 million by the year 2010.

- Two groups that are expected to grow significantly are people age 65 and older and high school graduates. Those 65 and older will represent 15 percent of the US population in 2015, compared with 13 percent in 1999. Georgia's increase amounts to 440,000 senior citizens.

- Georgia also will continue to have a larger minority population than the US.

GEORGIA
(Resident Population)

Georgia (1998 Est.)	7,642,000 (National Rank: 10)
% Increase since 1990	15.6
Population projection: 2000	7,875,000
Population projection: 2005	8,413,000
Population projection: 2010	8,824,000

Source: Census Bureau; Chronicle of Higher Education, 1999-2000 Almanac, August 27, 1999

Economy

Economic Characteristics of the Northwest Georgia Region

- The manufacturing sector continues to be the mainstay of economic life in Northwest Georgia. In 1997, manufacturing accounted for more almost 40 percent of the region's employment, followed by retail trade and health and educational services at 15 percent and 12 percent respectively. Projections show that this trend will continue. In 1997, business establishments were highest for manufacturing, construction, services and wholesale/retail trade.

EMPLOYED PERSONS BY INDUSTRY
DALTON STATE COLLEGE SERVICE AREA

Industry	1997 Estimates	2002 Estimates	2007 Estimates
Agriculture	3,075	3,327	3,533
Mining	445	455	470
Construction	11,141	12,627	13,946
Manufacturing Durable	49,483	49,634	48,626
Manufacturing Non-Durable	14,186	14,822	15,281
Transportation and Related	6,526	7,320	8,058
Communications	3,338	3,301	3,188
Wholesale Trade	6,961	7,631	8,191
Retail Trade	24,474	27,755	30,730
Finance, Insurance, Real Estate	6,552	7,440	8,247
Business Services	6,047	7,524	9,003
Personal Services	4,156	4,758	5,296
Entertainment Services	1,098	1,303	1,512
Health Services	10,126	12,549	15,000
Educational Services	10,274	12,043	13,692
Other Services	6,174	7,621	9,064
Public Administration	4,364	5,024	5,638
Totals	**168,420**	**185,134**	**199,475**

Source: Estimates and Projections, Wessex Inc., 1997

EMPLOYED PERSONS BY OCCUPATION
DALTON STATE COLLEGE SERVICE AREA

Occupation	1997 Estimates	2002 Estimates	2007 Estimates
Employed Persons (Total)	168,420	185,134	199,472
Executives and Managerial	13,844	15,223	16,417
Professional	14,287	16,614	18,799
Technical	4,325	4,927	5,464
Sales	16,772	18,378	19,738
Clerical	24,286	26,385	28,173
Private Household Occupations	493	575	660
Protective Services	2,253	2,753	3,245
Other Services	14,319	17,203	19,945
Primary Agriculture Forestry Mining	3,052	3,546	4,007
Production Workers	23,303	25,072	26,499
Operators	30,599	31,544	31,920
Materials Handlers	12,180	13,454	14,546
Laborers	8,707	9,460	10,059
Totals	**336,840**	**370,268**	**398,944**

Source: Estimates and Projections, Wessex Inc., 1997

Carpet and Rug Industry

- The dominant force within the region is still the carpet industry. Indeed, the Northwest Georgia region is home to the largest concentration of carpet and rug manufacturing in the United State. During the 1997 calendar year, Georgia's carpet industry produced $15.7 billion at retail, accounting for 74 percent of national carpet production and 45 percent of the world's carpet production. The Dalton area serves as corporate headquarters for Shaw Industries, Beaulieu of America, Mohawk, Collins & Aikman, J&J Industries, and the Dixie Group. These firms produce more than 74 percent of all carpet and rugs manufactured in the United States, employing over 40,000 people with an annual payroll in excess of one billion dollars. Nationwide, the carpet industry employees about 87,000 people with an annual payroll of $2.1 billion.

- Over the last five years or so, the carpet industry has grown increasingly reliant upon technology. There have been reports that "the era when the carpet and rug industry could depend upon a wealth of low skilled workers to produce low cost textile products" is ending. The carpet industry has become high-tech and is discovering how computer technology can improve sales and reduce operational expenses. The CEOs of the carpet companies are promoting their industry as being one of high-technology and advanced equipment. Textile products, particularly carpets and rugs, are now being produced, shipped and sold in a high tech world. This trend is expected to continue.

Unemployment Rate in the Northwest Georgia Region

- Whitfield County's unemployment rate hit a new low of 3.6 percent in August 1997. Dalton's unemployment at the same time was 4.9 percent. Unemployment is expected to remain low in the years ahead in the College service area, hovering around an average of 5.4 percent between now and the year 2007.

UNEMPLOYMENT RATE BY COUNTY
DALTON STATE COLLEGE SERVICE AREA

County	1997 Projections	2002 Projections	2007 Projections
Whitfield	4.2%	4.2%	4.3%
Pickens	4.9%	4.9%	5.0%
Dade	6.4%	6.5%	6.5%
Walker	5.5%	5.5%	5.6%
Fanin	5.9%	6.0%	6.1%
Catoosa	5.7%	5.8%	5.9%
Murray	3.7%	3.7%	3.8%
Gilmer	5.0%	5.1%	5.2%
Gordon	5.5%	5.5%	5.5%
Chattooga	6.6%	6.6%	6.7%
DSC Service Area Average	**5.3%**	**5.4%**	**5.5%**

Source: Estimates and Projections, Wessex Inc., 1997

PER CAPITA INCOME BY COUNTY

County	1997 Projections	2002 Projections	2007 Projections
Whitfield	$16,223	$19,187	$22,394
Pickens	$14,089	$16,731	$19,586
Dade	$11,123	$13,026	$15,095
Walker	$12,697	$14,880	$17,251
Fanin	$11,485	$13,582	$15,851
Catoosa	$13,384	$15,699	$18,214
Murray	$12,705	$14,909	$17,302
Gilmer	$11,644	$13,718	$15,965
Gordon	$14,312	$16,985	$19,874
Chattooga	$10,970	$12,803	$14,797
DSC Service Area Average	**$12,863**	**$15,152**	**17,633**
Source: Estimates and Projections, Wessex Inc., 1997			

- Whitfield County is still the economic hub of Northwest Georgia. According to the University of Georgia's Selig Center, the county is the richest in Northwest Georgia. Whitfield's estimated median household income for 1993, $31,381, was 100.7 percent of the state's median income. It was 100.6 in 1990. Per capita income also is the highest now and projected in the College's service area.

The Georgia Economy

- Though it will slow substantially, Georgia' economic growth should continue through 2001 because of new jobs created by a booming high-tech industry and new shopping centers. Georgia's economy is expected to grow 4 percent in 1999, compared with 5 percent in 1998. Growth of the economy will slow to 2.5 percent in 2000, and 3 percent in 2001. This forecast predicts 106,900 new jobs will be created in Georgia in 1999, slowing to 74,600 new jobs in 2001. That could increase the state's unemployment rate from 3.9 percent to 4.3 percent in 2001.

- Between 1988 and 1998, more than half (9.4 million) of the new jobs in America were created in the South. During that time, 925,000 new jobs were created in Georgia. The *Economist* called the South "the locomotive driving the American economy" in the 1990s. The forecast for new jobs in the state is:

New Jobs in State
1999 – 106,900
2000 – 85,000
2001 – 74,600
Source: Georgia State University, Economic Forecasting Center, August 1999.

- In the year 2005, total employment in Georgia is expected to reach more than 4.2 million jobs, with over 72,000 new jobs added each year. Georgia's economy will grow faster than the nation as a whole, with expected job growth of 2.2 percent per year over the next decade, as compared to 1.7 percent for the U.S.

- State unemployment levels have steadily dropped as the population has grown, reaching 3.5 percent in May 1999, a 28-year low. The unemployment rate in Georgia in May 1996 was 4.2 percent. The nation's unemployment rate fell back to 4.2 percent in May 1999, its lowest level in 29 years. A good and robust economy with low unemployment means people working and not contemplating schooling when jobs are plenty.

- In the job market, excepting service occupations, the jobs growing at the greatest rate are in fields that demand the highest levels of education and skills. Over 40 percent of new jobs will require workers to have skills in the highest categories of language, mathematics and reasoning. Furthermore, a majority of all new jobs will demand some education after high school. The trends away from agriculture and manufacturing and toward services, management, sales and professional work will continue.

- According to the Georgia Department of Labor, the following occupations are expected to be in high demand and have substantial openings between now and the year 2005:

  - ✓ Business and clerical
  - ✓ Math, science and engineering
  - ✓ Health service
  - ✓ Community service
  - ✓ Education
  - ✓ Arts/recreation
  - ✓ Sales
  - ✓ Protective service
  - ✓ Commercial service
  - ✓ Construction

- ✓ Transportation
- ✓ Agriculture/forestry
- ✓ Mechanics/crafts
- ✓ Manufacturing production.

Changes in Content and Types of Jobs

- Many workplace skills are becoming obsolete. New technologies are introducing new occupations and changing existing ones. This changing labor market is demanding new skills from workers.

- The world of work will be characterized by a continued shift from an industrial to an information and service workforce with technology playing a major role in almost all segments of the workforce.

- Economic growth in the state, nation and the world depends increasingly on a sophisticated telecommunications infrastructure. The emergence of the Internet, e-mail, and the World Wide Web have changed the way businesses operate and consumers shop. The pace of technological change will require that people be well trained even for entry-level jobs and that they be retrained continuously.

- Information processing (collecting, analyzing, synthesizing, structuring, storing, or retrieval data, text, or graphics), as a basis of knowledge, will become more important in more and more jobs. Knowledge is becoming *the* resource rather than *a* resource. Thus, the dominant force driving change in education in the coming years will be further development of a knowledge-based economy.

- The economic success of a country or a region will depend on the quality of its intellectual capital. So-called knowledge workers will be in high demand. The demand upon colleges, especially two-year community colleges to provide these technology worker skills is here today and will continue to increase. Currently, there are 350,000 unfilled technology jobs, according to the Information Technology Association of America. In addition, a significant number of non-technical positions require some information technology ability. The demand for IT training will continue. The U.S. Department of Commerce estimates 95,000 new technology jobs will be created each year during the next decade.

Skilled Technology Workers

There are concerns from economists and business leaders that U.S. companies have a critical shortage of skilled technology workers. It is estimated that 346,000 computer programmer and systems analyst jobs are vacant in U.S. companies with more than 100 employees. The shortage has spread to many non-technology firms, including banks, hospitals and retailers that depend on programmers to design and operate large systems. The Information Technology Association of America says the shortage is a fundamental threat to the economic growth of the United States.

The fastest-growing jobs for job seekers with bachelor's degrees are in computer and healthcare professions. They dominate the 10 occupations projected to show the most growth between 1996 and 2006. Database administrators, computer support specialists and computer scientists will grow by 118 percent; systems analysts, 103 percent; physical therapists, 71 percent; and occupational therapists, 66 percent.

Education Skills in Demand

- As the structure of the US economy has shifted, so have its skill requirements. Tomorrow's workers will need skills and attitudes different from those of yesterday's industrial workers.

- The demand for specific vocational skills is giving way to a growing need for general cognitive skills – mathematical and verbal reasoning ability as well as a new set of general problem-solving and interpersonal skills, as well the ability to think abstractly and analytically and to make judgments based on those skills. Most employers associate these skills with educational attainment, especially college-level attainment. As a result, more and more employers are using a college degree as the standard by which to screen job applicants.

Globalization

- The economic system of the United States will be more intricately linked to the economic systems of the rest of the world. American markets will rely on global sales for a much larger share of their success, and communication between countries will grow in speed and quantity.

Education and Income

- More than ever before, American employers are making college degrees a prerequisite for new jobs. "Where did you go to college?" has replaced "Did you go to college?" as the question facing applicants, because many employers assume that applicants already have a college diploma.

- It's been shown time and time again that "education pays." The latest comparison of college graduates and high school graduates' annual earnings dramatically confirm the economic value of a college degree. Males of all races with at least a bachelor's degree will earn $700,000 more over their lifetime than males with just a high-school diploma; for women this figure is $404,400. A two-year college graduate can expect to earn $127,144 more than a high school graduate over a lifetime.

- Over a lifetime then, two- and four-year and advanced degrees put more money in graduates' pockets. Every dollar students invest in higher education generates a return of $5.84 from an associate degree, $5.43 from a bachelor's degree, and $5.20 from an advanced degree. For every dollar the state invests in associate's degree, it can expect $1.38 in higher payments of taxes, 96 cents for a bachelor's degree and $1.05 for advanced degrees. The returns were measures in 1998 dollars.

- Data released by the Census Bureau in December 1998 also showed the earnings gap between people who have college degrees and those with only a high school education is continuing to grow, with those who hold bachelor's degrees now earning 76 percent more than their counterparts with less education. In 1997, college graduates on average made $40,478 compared with $22,895 earned by the average high school graduate. In 1975, the earnings premium that college graduates enjoyed over workers with only a high school education was 57 percent. The link between education attainment and earnings potential has never been clearer.

- In the global information economy, education and training beyond high school will become necessary conditions for jobs and careers that permit Americans a middle-class standard of living

- Corporate America is also sending word to America's job seekers that college education is increasingly required for employment. More than two-thirds of the jobs being created in the fastest growing sectors of the US economy – office jobs (including legal, sales and marketing, accounting, managerial and editorial positions), healthcare jobs, and teaching positions – now require at least some college. Meanwhile, the number of jobs, such as farm, factory, or behind-the-counter service jobs, that do not require a college education is falling. Factory employment declined from 33 percent in 1959 to 19 percent in 1997. Low-wage service jobs, which comprise about 20 percent of all U.S. jobs, have held steady since the 1950s and are not expected to become more plentiful over time.

- There is thus a growing belief that college is necessary for success. This can be seen in the growing number of students enrolling in college. The number of students enrolled in four-year institutions of higher education is at an all-time high – 14.8 million registered for fall 1999, up from the record of 14.6 million in fall 1998. In fact, the nation's colleges and universities are setting new national enrollment record. In 1999, 14.9 million American will be studying in the nation's higher education system. College and university enrollment will jump 10 percent in the next 10 years and an increasing majority of college students will be full-time students. Enrollment is projected to increase by 1.5 million between 1999 and 2009 and comes at a time when many college amd universities are already at full capacity and becoming more selective in their admissions processes. Continuing a 20-year trend, the majority of these students will be women

VALUE OF EDUCATION
Lifetime earnings

High school dropout	$608,810
High school graduate	$820,870
Bachelor's degree	$1,420,850
Master's degree	$1,618,970
Doctorate degree	$2,142,440
Professional degree	$3,012,530

Source: U.S. Census Bureau (Reproduced in The Atlanta Journal Constitution, September 14, 1997)

- The importance of degrees will increase as job openings requiring at least a bachelor's degree grow faster than any type of jobs and somewhat paradoxically, as the job market for college graduates becomes increasingly competitive.

Spanish Speakers and Business/Employment Opportunities

- In Georgia and across the Southeast, there is a demand for Spanish-speaking workers in hospitals, high-tech firms, courtrooms, construction sites, and police departments. At the same time, U.S. firms are heading to Latin America for lucrative business ventures in the billions of dollars. According to the Trends Research Institute in New York, "In the 21st century, the new power base on the planet will be the North American-South American alliance.

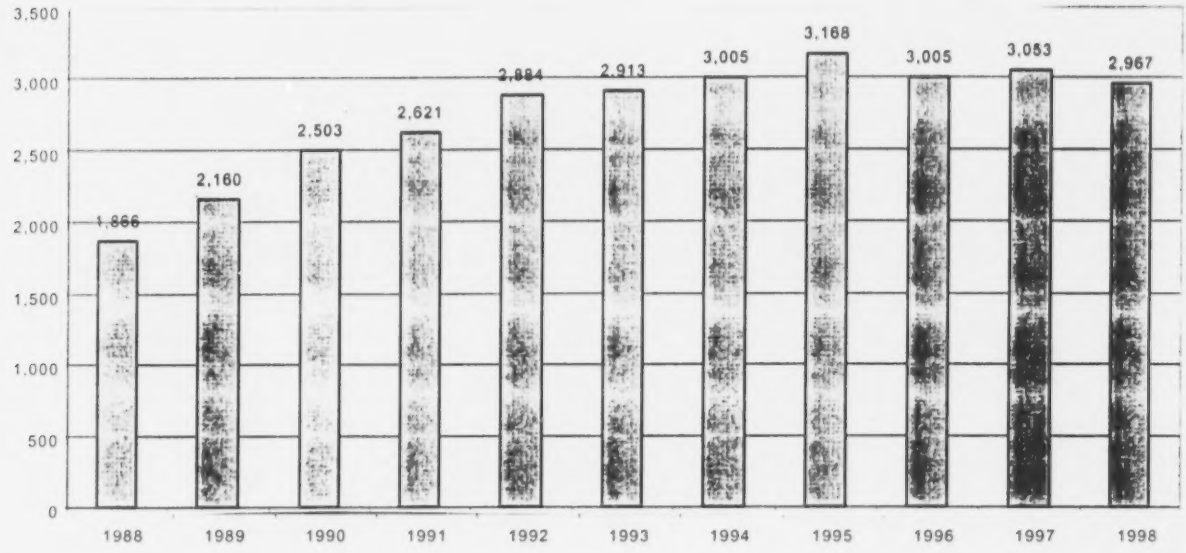
- A recent survey of top personnel officers of the Southeast's largest employers said their companies expect to do more business in the next five years in Latin America, and they're looking to hire Spanish-speaking workers. The Society of Human Resources Management of Greater Atlanta survey found that nearly 70 percent are recruiting multilingual workers, primarily Spanish-speaking. The survey also showed "how quickly the Southeastern economy is changing from an American-based economy to an economy that relies on many cultures and many countries."

Education

Dalton State College Enrollments

Enrollment at Dalton State College has doubled over the last ten years, with 3,053 students in the fall of 1997, slightly dropping to 2,967 students in the fall of 1998.

HEADCOUNT ENROLLMENT, FALL 1988-FALL 1998



Institutional Enrollment Demand At Dalton State College

- As part of its enrollment management plan, the Board of Regents of the University System of Georgia set enrollment targets for all its institutions. The Table below shows the targets for Dalton State College.

INSTITUTIONAL ENROLLMENT TARGETS AND TARGET RANGES
DALTON STATE COLLEGE
FALL 1998 THROUGH FALL 2002

	1998	1999	2000	2001	2002	Growth Rate 1998-2002
Target –2%	3,004	3,063	3,136	3,210	3,283	-
Target	3,065	3,125	3,200	3,275	3,350	9%
Target +2%	3,126	3,188	3,264	3,341	3,417	-

Source: Board of Regents University System of Georgia Comprehensive Plan, 1996-97

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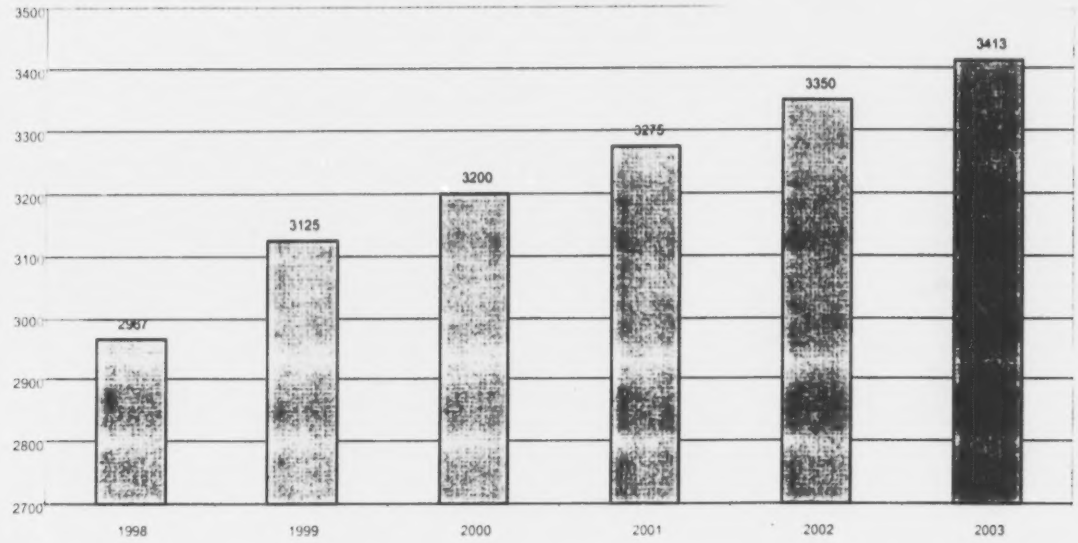
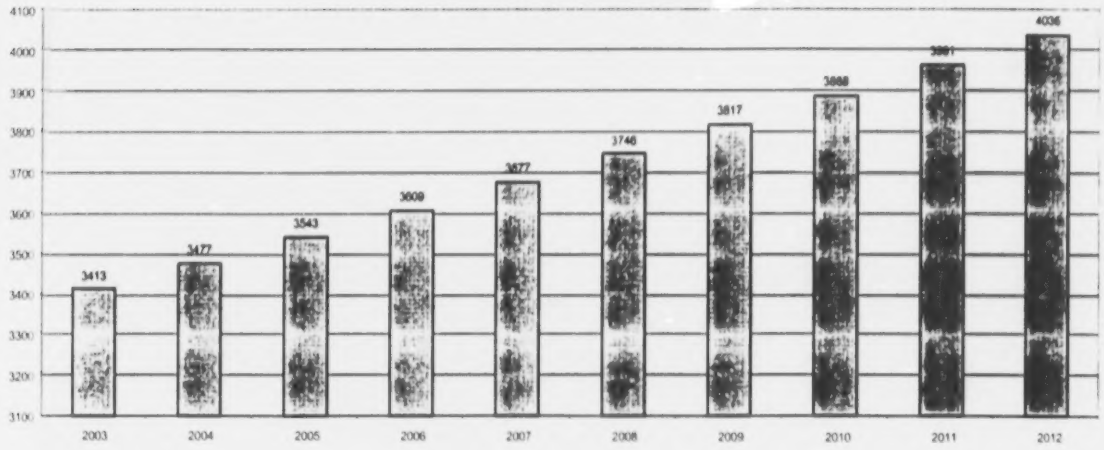
Enrollment Forecast at Dalton State College

- Enrollment at the College is projected to be more than 3,400 students by the 2003. Projections over the next ten years beyond 2003 show the College enrolling more than 4,000 students by 2012.

CURRENT AND PROJECTED ENROLLMENT, FALL 1998-2003



DALTON STATE COLLEGE
ENROLLMENT FORECASTS, 2003-2012



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Enrollment Pressures

- As the baby boom echo hits its college years, new students will enroll in greater numbers in the coming years at the state's and nation's colleges and universities. Enrollment demand for the University System of Georgia will increase by up to 30,000 students by 2002 (to about 234,000 students) and will increase up to 62,000 by 2010 (to about 268,000 students).

- Between 1989 and 1996, the southern region of the country accounted for 55 percent of the nation's total increase in college enrollment. This is impressive for a region with about one-third of the nation's colleges and one-third of its total college enrollment. These figures mean an additional 1.5 million college students nationwide from 1986 to 1996 with about 849,000 of them in the South. The growth was split evenly between two-year and four-year colleges. In the United States, 48 percent of the growth was in two-year colleges. In the South, 45 percent of the growth was in two-year colleges. Women and minorities were significant parts of the growth. Women accounted for 79 percent of the nation's increased enrollment

- Another interesting trend in enrollments is the use of two-year colleges as "the new graduate school." In many two-year colleges, fully one-fourth of all incoming students already have a Bachelors degree. They are coming through the open door to upgrade skills of for specific technical degrees. These returning students tend to be older, savvy consumers who are highly motivated.

Part-Time/Non-Traditional Students

- The population of traditional college-aged students has declined in recent years, and currently the fastest growing segment of the American population is the age 35 and older. During the decade from 1983 to 1993, students over thirty-five years of age increased by 83 percent. Eighty-five percent of students nationwide are non-traditional. Consequently, many colleges and universities have moved aggressively into the market for part-time students, most of whom are working adults.

- The average age of Dalton State College students now stand at 26 years.

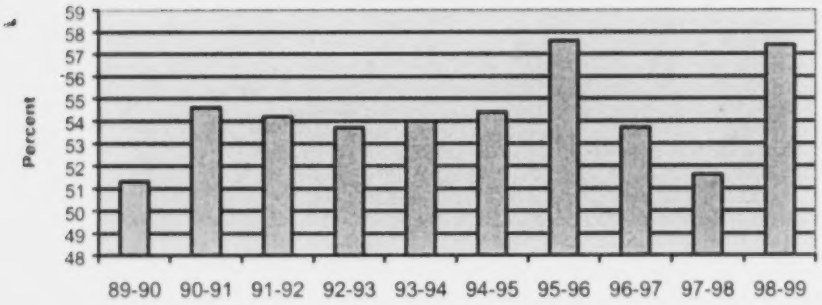
- Non-traditional students rely on two-year and four-year institutions for retraining or a second chance. They want their colleges nearby and open during the hours most useful to them – preferably, around the clock. Increasingly, these students are bringing to higher education exactly the same consumer expectations they have for every other commercial enterprise with which they deal.

- The growth in the number of part-time and non-traditional students is making campuses become less and less of a community for faculty and their students. Because a majority of undergraduates are now working and increasing proportions are attending college part-time, faculty are spending less time with students and thus do not know their students as well.

Part-Time Students at Dalton State College

The need for DSC students to maintain full-time and part-time jobs has led to a growing number of part-time students at the college. Fifty-seven percent of students for the fall 1998 semester were part-time, up from 51 percent in fall 1989. This trend is expected to continue as more students are expected to hold part-time and full-time jobs whilst attending college.

DALTON STATE COLLEGE
PERCENT OF PART-TIME STUDENTS, 1989/90 - 1998/99



New Georgia Admission Standards

- Georgia is leading many other states in raising the admissions bar at public universities and closing the door to many students who need remedial help. Under a policy that the Board of Regents of the University System of Georgia approved in 1996, public colleges must reduce the number of freshman remedial students by 5 percent annually. In 2001, four-year institutions will no longer be allowed to admit them straight from high school; instead, those students would first have to go to community colleges or private institutions.

- Over the same period, public institutions are requiring higher SAT scores and grade-point averages for admission. The class of 2001 will be the first group of students in Georgia to be admitted to college based on their Freshman Index, which combines a student's grade point average and SAT or ACT scores. Students scoring below a certain number will be diverted to two-year schools. Students with SAT scores of 430 in verbal and 400 in math and 3.34 GPA will be eligible for a four-year research university such as the University of Georgia. To get into a two-year school like Dalton State College, students must score at least a 330 in verbal and a 310 in math have a 2.38 GPA.

- In Georgia, a task force has recommended to the state Board of Regents to change its admissions rules to let in students who meet academic requirements but are illegal residents. The task force's recommendations are to address the impact of Georgia's growing Hispanic population on state colleges and universities. The question of illegality is said to be the most important issue facing Hispanic students in the state. Areas such as Dalton and Gainesville with large numbers of Hispanic students in the school systems are looking for alternative ways to serve students and to serve the communities and schools. The task force's request also includes changing college entrance exams to ensure that Hispanic students are not at a disadvantage. In August 1999, it was reported that the Board of Regents accepted the recommendations of the Hispanic Task Force.

State Expectations for Higher Education

- Higher education is being given more importance and value by the state and public. The state and Board of Regents view higher education in Georgia as a critical source of education and workforce training and development for Georgians. There is pressure from the state and public for USG institution's to play a greater role in developing the state's workforce for the future. Workforce training and development should be tailored to the higher education needs of the state and, where appropriate, to national, regional and local economies, based on the mission of the institution.

- There is a growing realization in the legislature that postsecondary education has become the nation's worker training and retraining system. Keeping the state's and the nation's workforce well educated is critical to filling the economy's jobs. This is critical if America is to compete with its overseas competitors. Indeed, the new economy requires more education, and states that do not push enough of their students through college are going to lose jobs, skilled workers and tax revenue to locations that do. A study by the University of Georgia indicates that the 1996 University System graduates alone will earn $12.5 billion more in their lifetimes as a result of having a degree. Currently 19% of Georgians hold a baccalaureate degree – this place Georgia 26th in the nation.

Admissions/Enrollment Management

- To curb enrollment declines, a number of institutions are employing sophisticated marketing techniques that combines market research, financial aid, and campus visit strategies. High-Tech marketing firms using predictive modeling programs are being used to shape recruiting pattern scientifically by identifying prospective students who were most likely to enroll. Colleges are also finding that a campus visit significantly improves the chances of enrolling an individual student. The trend in using corporate-style marketing is expected to grow as colleges compete for students in an ever-tighter market and to counter attacks from politicians who say their budgets are bloated.

- Universities like Indiana, has recently closed its university news office and opened an Office of Communications and Marketing, headed by a marketing expert. The university conducted a marketing campaign in 1997 to increase its applicant pool, after applications were flat or declining for four years straight. Focus groups made up of potential students, business leaders and politicians discussed Indiana's image and competitiveness, and then the university bought television, radio and newspaper ads. The result: in the spring of 1998, applications were up 9 percent, while the number of Indiana high school graduates rose only 2 percent.

- There is an increase in the number of colleges and universities creating Internet sites to attract college-bound students and coming up with plans for their own online recruiting. Online open houses that offer live chats with students, professors, or presidents are also growing in popularity as part of recruitment strategies. Web-based applications for admissions are also increasing.

- Applying to college on line may be the wave of the future, according to findings from "The Survey of College Marketing Programs" conducted by Primary Research Group in New York in April 1999. About 40 percent of the colleges who took part in the survey enable applicants to apply directly at the college's Web site. And of the 60 percent that don't, 51 percent plan to have on line applications within the next year. The survey report also show that 39 percent of colleges produce videos to send to prospective students, 43 percent have a marketing director on staff, and 71 percent conduct direct-mail campaigns where the mean cost was $24,344 in 1997-98.

- Several public-university systems are using new budget and tuition policies to force campuses to compete more aggressively in the market for students. For example, starting July 1, 1999, the Oregon University System plans to use a new budget model that will allow each of its eight institutions to retain its own tuition revenue, rather than hand it over for system officials to pool for redistribution. Other measures being used include indexing the amount of tuition and tax dollars received to enrollment, and taking enrollment figures into account and offering financial rewards for increases, as part of new performance-based formulas.

Freshman-Year Experience

- To pay attention to the plight of freshmen adjusting to the rigors of college life, some colleges and universities are introducing comprehensive, semester-long courses designed to nurture a sense of community among students and to help them develop academic survival skills. The University of South Carolina's "University 101" freshman year survival course has spawned dozens of similar courses at other campuses and has led to the establishment of the National Resource Center for the Study of The Freshman Year Experience and Students in Transition, which is based at the University of South Carolina. At USC, more than 43,000 students have taken University 101 since the course began in 1972.

- "University 101" is a three-credit, letter-graded elective that is offered in both fall and spring semesters. The course covers a wide variety of topics, such as developing library skills and effective study habits, improving writing and speaking skills, learning basic computer skills, and adjusting to college life. The course is taught in small groups of twenty to twenty-five students, and is open to transfer students. The growth of the course has led to its becoming tailored to meet the needs of different student populations.

Remediation

- Traditional undergraduates are changing in ways that will affect the faculty who teach them. They are not as well prepared to enter college as their predecessors. Faculty complaints are growing about student unpreparedness to do college work. A 1996 national study of the American professoriate's views on academic life found that of the 34,000 faculty surveyed, 61 percent said student were a major source of stress, up from 50 percent in 1989. Only 24 percent said their students were well prepared academically compared to 27 percent in 1989.

- As a result, there is a growing need for remediation. According to a national survey of student affairs officers conducted in 1997, within the last decade nearly three-fourths (73 percent) of all colleges and universities experienced an increase in the proportion of students requiring remedial or developmental education at two-year (81 percent) and four-year (64 percent) colleges. Nearly one-third (32 percent) of all undergraduates report having taken a basic skills or remedial course in reading, writing, or math. In 1995, more than three-fourths of all colleges and universities offered remedial reading, writing, or math courses. Between 1990 and 1995, 39 percent of institutions reported that enrollment in these areas had increased while only 14 percent reported a decrease.

Tuition

- There is growing concern among legislators, parents, and students about the amount of tuition that higher education is charging students, and this concern is causing college administrators to find new ways of keeping costs in line to reduce the need for tuition increases, and/or to find other sources for funding.

- The cost of a college education across the nation rose by 4 percent in 1998, two and a half times the current rate of inflation, 1.6 percent. Data by the College Board show that in 1998, students were paying an average of $14,505 at four-year private institutions, up 5 percent, while those at four-year public institutions were paying an average of #3,243, a 4 percent increase. At two-year private institutions, prices rose 4 percent, to $7,333 and 4 percent at two-year public institutions, to $1,633 on average.

- Tuition – both in dollars and in relation to household income – is becoming an increasingly large expense for students and their families. Over the last four years, tuition and mandatory fees for in-state undergraduate students at public four-year institutions increased 13 percent in the Southern region when adjusted for inflation, compared with 15 percent nationally. The median cost of tuition and fees at a four-year college or university in the South in 1997-98 was $2,210 – 6.9 percent of median household income. The median cost of tuition and fees at two-year colleges was $1,100 – 3.4 percent of median household income.

- Recent entering freshman classes show a clear pattern of increasing concern about financing college. Record-high percentages of students express "major concern" about their ability to pay for college, and record-high percentages say they picked their college either because of "low tuition" (31.3%, compared to only 20.9% in 1987) or because of "financial aid offers" (31.1%, compared to 20.2% in 1987). At the same time, record-high percentages of freshmen say that they will have to "get a job to help pay for college expenses" and record numbers say they plan to work full time while attending college. These latter trends are especially troubling in light of recent studies suggesting that working off campus (and especially full-time work) increase the likelihood that the student will drop out of college. Data suggest that these trends may have been brought about, at least in part, by an increasing inability of federal financial aid to keep pace with the rising cost of college. Thus, in spite of rising college costs, the percentages of students who receive at least $1,500 per year from Pell Grants or Stafford Loans (the principal need-based federal aid programs) have actually decline since 1990: from 7.1 to 5.1 for Pell Grants and from 13.6 to 13.1 for Stafford Loans.

- Students and their families are thus carrying increasing financial responsibility for college costs. The failure of federal aid to keep up with the rising cost of college has not only forced more needy students and parents to carry a greater share of financial burden but has also contributed to a greater sense of concern about paying for college. More students have been caused to pick their college on the basis of costs and available financial aid than the quality of programs offered.

- According to a new federal government study, a growing proportion of students at two-year colleges is borrowing money to pay for their education. The same pattern holds true for four-year college students – but they are borrowing at a lower proportion and in smaller dollar amounts. The report notes that over the past several years, students have turned increasingly to borrowing to cope with rising education costs. Among associate's degree recipients, the percentage of borrowers rose from 34 percent to 42 percent. For students earning a certificate, the percentage of borrowing rose from 39 percent to 53 percent. By comparison, the proportion of borrowers among bachelor's degree recipients increased from 46 to 60 percent. The study found the greatest percentage increase in borrowers came at public institutions.

- It is no wonder that an observed and growing trend is the increasing number of undergraduates who are working while enrolled in college, to avoid acquiring student loan debt or to lessen the amount that they must borrow. Eight out of 10 students work while pursuing an undergraduate degree. This is one of the many reasons a debate is ongoing about lowering the interest rate on student loans. Lowering the cost of student loans is just one method of helping students to balance work and borrowing.

Student Aid

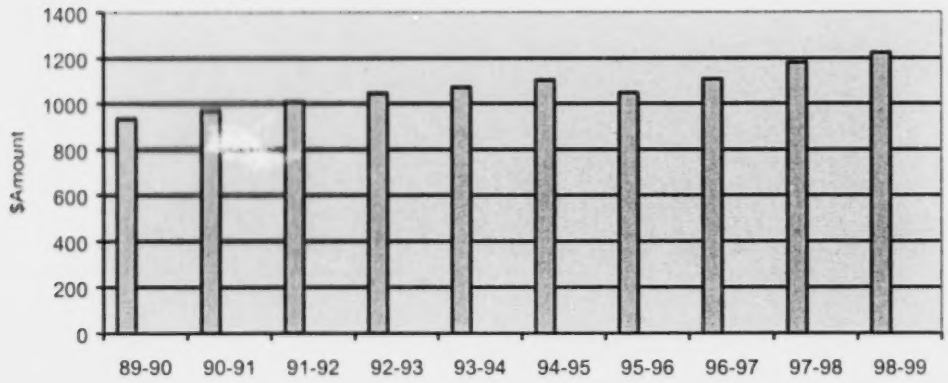
- Current undergraduates are costing their institutions more than their predecessors did. Student aid is growing dramatically on many campuses, as the fastest-growing populations in the country have the lowest incomes and can least afford to attend college. The cost of student services is also rising substantially. More students now come to college more damaged psychologically than in the past, owing to family, sexual, drug, eating, and other disorders. More than three out of five colleges and universities (61 percent) report expanded use of psychological counseling services. The resources to support these activities are coming out of revenues that in the past would have been used to fund academic programs and faculty positions. For the past decade, administrative budget lines have been growing much more quickly than faculty lines.

- A growing number of states are taking an interest in the financial needs of part-time college students, a population that has been ignored by state scholarship and student-aid programs. Proposals across the nation to provide more help to part-time students appear to be gaining political support.

Tuition at Dalton State College

- The tuition students pay at Dalton State College has risen modestly over the years. In 1989-90, tuition and fees per academic year was $933 for in-state students. By 1998-99, students were paying $1,223, an increase of 31 percent. In 1997-98, the state average tuition for two-year public institutions was $1,153 ($1,182 for DSC) and $2,356 for four-year public institutions.

DALTON STATE COLLEGE
TUTION/FEES PER ACADEMIC YEAR, 1989/90 - 1998/99



HOPE Scholarship

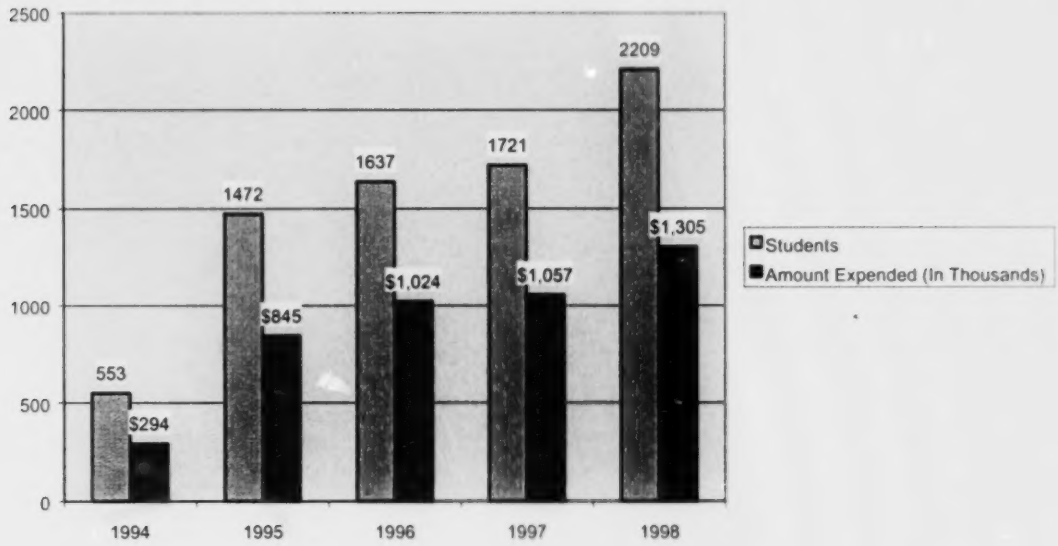
The HOPE scholarship has become an increasingly important resource for Dalton College students. Starting with the class of 2000, the HOPE will be awarded only to students who have a 3.0 GPA in their core academic classes not including electives like physical education, art and music.

International Students

- The number of foreign students attending US colleges and universities is on the rise after four years of stagnation. A study by the Institute for International Education, *Open Doors, 1997-98,* reports an increase of 5.1 percent for the 1997-98 school year, with a total of 481,280 foreign students now studying in the United States. The institute found that foreign enrollment in two-year colleges had jumped 20 percent in the last five years, far outpacing growth in other types of institutions of higher education. Foreign students realize they can use those first two years to learn the English language and get acclimatized to living in the United States, and then they can transfer to a four-year institution.

- As foreign students search for educational opportunities in the United States that match their interests and their budgets, they re turning, in growing numbers, to two-year institutions. Some of those students want intensive, English-language instruction, while others need short-term training in a specialized field. For many more, two-year colleges are the gateway to educational advancement that leads to a four-year institution n a university degree. Two-year colleges enroll twice as many foreign students as they did a decade ago, today accounting for 15 percent of all foreign enrollments in the United States. International students come primarily from Japan, followed by China and South Korea.

DALTON STATE COLLEGE
HOPE SCHOLARSHIP, 1994-1998



Continuing Education

- Long neglected in academe, continuing education centers are increasingly being used by colleges and universities to meet the increasing demand for part-time postbaccalaureate programs. Adult students now account for nearly half of all college enrollments, and many institutions are profiting from the trend. There is a concern that if institutions don't do this, private proprietary programs will come in to fill the need. Institutions now aggressively advertise part-time programs for adult students. They put more emphasis on workforce development, work in tandem with businesses in the community to provide customized training and industry-specific classes, as well as develop noncredit courses in conjunction with companies.

- Continuing-education programs are gaining respect as they become important sources of revenue for institutions. For example, New York University's School of Continuing and Professional Studies now brings in about $92-million per year in revenue, up from about $3-million in the early 1970s. The school has 107 certificate programs, which range in length from four to eight courses, and allow students to learn skills in specialized areas such as financial planning or computer programming. The catchword is "Find products for consumers, not consumers for products."

Accountability

- The demand for accountability continues to grow. Under the umbrella of accountability and efficiency, governments are increasingly interested in cutting perceived waste and in balancing budgets. Public colleges and universities are now required to assess and report publicly their performance on a set of indicators as questions of productivity and efficiency are being raised. Because the quality of education will be so much more directly related to the quality of the economy, the public is going to pay a lot more attention to some tangible proof of results and will demand measurable outcomes.

- Accountability for student achievement will continue to be a priority for policy-makers in the Southern region. The advent of "high-stakes" accountability programs throughout the South in the last 10 years proves that elected officials and the public want to see results in student achievement and school improvement.

- The Southern Association for Colleges and Schools continues to give its reaccreditation process a strong institutional effectiveness orientation that stresses the achievement of intended outcomes. The Board of Regents of the University of Georgia has also adopted a policy on outcomes assessment.

Emphasis on Education Outcomes

As a result of the growing trend toward educational accountability, the focus is moving from teaching (what faculty do in their classrooms) to learning (what students get out of their classes). The emphasis is moving from courses and credits (process) to what students achieve as a result of a college education. In short, as states demand greater accountability from higher education, the burden will increasingly rest on the shoulders of faculty. We should expect growing government regulation of higher education, and to include such matters as faculty workloads and tenure.

Performance Funding

- States continue to determine college's and universities' overall funding needs using more traditional means, such as formulas or incremental budgeting, but there is now a growing trend to move toward performance funding. Direct performance funding ties specific sums of money to institutions' achievements on specific indicators. Tennessee has incorporated an element of performance funding for two decades, but the concept only recently has spread to other states, where policies have focused on accountability. In the state of Virginia for example, the state and colleges will now set goals specific to each institution based on past performance, and the schools will be measured against how they improve.

- There is indication that more states will turn to performance-based funding. Data must now be collected to document student outcomes (e.g., retention, graduation) with future funding tied to a college's performance on these key indices. Indeed, a growing number of college presidents agreed in a survey that their funding would be tied to some type of performance indicators in the next three-to-five years. These states had some kind of direct performance funding in 1997-98: Colorado, Connecticut, Illinois, Indiana, Missouri, Ohio, South Dakota and Washington.

DIRECT PERFORMANCE FUNDING IN THE SREB STATES

State	In Use	Use Suspended	Under Study
Alabama			X
Arkansas		X	
Florida	X		
Georgia			X
Kentucky		X	
Louisiana			X
Maryland			X
Mississippi			X
South Carolina	X		
Tennessee	X		
Texas	X		
Virginia			X
West Virginia			X

Source: Southern Regional Education Board, Funding Public Higher Education in the 1990s: What's Happened and Where Are We Going?, August 1999

MOST WIDELY USED TYPES OF INDICATORS
IN PERFORMANCE FUNDING IN THE UNITED STATES

Indicators	Four-Year Colleges and Universities	Two-Year Colleges
Retention/Graduation Rates	10 states	8 states
Two- to four-year college transfers	6 states	6 states
Faculty Workload	5 states	4 states
Credits at Completion/Time-To-Degree	4 states	4 states
Licensure test scores	4 states	4 states
Workforce training and development	4 states	4 states
Transfer-student graduation rates	4 states	4 states
Job placement	None	8 states

Source: Southern Regional Education Board, Funding Public Higher Education in the 1990s: What's Happened and Where Are We Going?, August 1999

Faculty and Staff

- Faculty are demanding a greater say in the scope of campus administrative operations and are seeking ways to gain a significant voice in decision making.

- The salaries of faculty, staff, and administration have risen in national trends and contributed to the rising cost of higher education. As educational demands shift, institutions of higher education are challenged to find resources to fund these changes.

- Relatively new laws ending mandatory retirement are likely to have a major effect on faculty. They raise large questions about the future of tenure. In the past, colleges and universities could offer faculty permanent appointments, with an understood termination date. Permanent now means lifetime, and people are living longer than in the past. Tenure now means, for all intents and purposes, a thirty-year appointment. In the future, it could mean fifty years. It will also mean that it will be more difficult for institutions to remain vital by continually bringing new blood into the academy, because they will already have on board a relatively young, highly tenured faculty, who will probably remain on staff for extended periods of time. This will present a major issue for college and university boards of trustees.

- The issue of affirmative action will be another pressure on tenure for those campuses and higher education systems that continue to embrace it. The proportion of faculty of color still remains woefully low in American higher education and is even lower among tenured faculty. Increases in the length of tenure will only make this inequity worse.

- About 73 percent of faculty nation-wide are full-time, and the proportion of part-time faculty has been growing in recent years, a result largely of economics. Four part-time faculty are considerably cheaper than one full-time staffer. They are also more flexible. The labor pool for part-time faculty is growing and will expand even more quickly in the future.

- Regardless of whether they are employed by two-year or four-year institutions, more professors are working part time than ever before. In 1970, only 22 percent of the professoriate worked part time. By 1995, that proportion had nearly doubled, to 41 percent. From 1991 to 1995, the number of people who work full time in higher education dropped by 1 percent, while the number of part-timers rose 18 percent. At two-year institutions, 49 percent of the employees worked part time, while at four-year institutions 28 percent did.

- Increasing number of colleges are using contracts to replace the tenure track for a growing number of professors. Colleges say alternatives to lifetime job security are needed to control cost and assure flexibility. The contract system has now been adopted over tenure by at least 40 institutions around the country. The trend is expected to continue.

- The diversity of the American population has increased significantly in recent years, and many colleges and universities have been working harder to increase the diversity of their faculty, though numbers of minority faculty on most campuses are still very low. More than one-third of the nation's workers are people of color. So are more than one-fourth of America's college students. But the percentage of racial/ethnic minorities who are faculty in higher education is a small fraction of the total. Nationally, about 5 percent are African-American and about 2 percent are Hispanic. Whites still dominate in academe.

Curriculum Pressures

- Higher education has increasingly being popularized in the widely held view that college graduates cannot write well or think critically. These criticisms have led to perception of diminished quality among college graduates or that graduates are increasingly unable to jump directly into the workplace.

- Colleges are being asked to adapt to what is taking place in a world where global competition holds the key to success. If colleges and university graduates are not able to converse in the languages and cultures of a global economy or marketplace, or if they lack the skills to function effectively in it, the U.S. economy and society will find other sources of talent.

- The internationalization of the curriculum continues to grow. The growing ease of international communications, travel and trade together with global interdependence in the economy, the environment and human rights have necessitated curricula programs that are international in scope. Familiarity with a foreign language and a basic understanding of other cultures are increasingly becoming required job skills for college graduates. Internationalization of collegiate programs and curricula will have an important factor in improving undergraduate education in the University System of Georgia

- Sixty-nine percent of American voters support courses and campus activities that teach students about cultural diversity. The poll, conducted in 1998 and sponsored by the Ford Foundation, found that many Americans "believe diversity is tremendously beneficial to students." Diversity education was defined as "formal coursework and campus activities aimed at teaching the differences among people in terms of culture and background."

- Research studies have suggested that the old model of knowledge transmission is not as effective in the modern classroom as are learning facilitation models in which students interact with the knowledge with which they are presented. Today the emphasis is changing to the production of ideas and information, aided by rapidly changing technology. Indeed, the use of computers across campuses is multiplying faster than known before.

The Learning Revolution

- In Terry O'Banion's recent book, *A Learning College for the Twenty-First Century*, he documents the Learning Revolution that is spreading across the higher education landscape. O'Banion states that "the purpose of the Learning Revolution is to 'place learning first' in every policy, program, and practice in higher education by overhauling the traditional architecture of education." This means that learning becomes the driving force behind everything that happens at a college, and in doing so the traditional time-bound, role-bound, and efficiency-bound structures of higher education are overthrown. Students and faculty are freed from fifty-minute classes, thirty-person classrooms, strictly defined relationships, and restricting bureaucracies. Improving learning in as many different, innovative, and powerful ways becomes the central theme, and that's what colleges should aim for as the new millennium dawns upon us. The need for colleges to be more responsive to the diverse learning needs of its students will be greater than ever.

- Indeed, there is a widening gap between the ways in which students prefer to learn and the ways in which faculty prefer to teach. According to research by the University of Missouri-Columbia, more than half of today's students perform best in a learning situation characterized by "direct, concrete experience, moderate-to-high degrees of structure, and a linear approach to learning. They value the practical and the immediate, and the focus of their perception is primarily on the physical world." On the other hand, more than three-quarters (75 percent) of faculty "prefer the global to the particular, are stimulated by the realm of concepts, ideas, and abstractions, and assume that student, like themselves, need a high degree of autonomy in their work. In short, students are more likely to prefer concrete or practical subjects and active methods of learning while faculty are predisposed to abstract and theoretical subject matter and passive methods of learning. The result is frustration on both sides and a tendency for faculty to interpret as deficiencies what may simply be natural differences in learning patterns. This mismatch may cause faculty to think every year that students are less and less well prepared and for students to think their classes are incomprehensible. In the years ahead, there will be enormous pressure on faculty to change the way they teach to match the ways in which students learn.

Political

State Appropriations

- State appropriations for higher education appears to be declining. States are increasingly placing limits on revenue increases in campus budgets. Although there has been a modest boost, it has not been enough to cover the lost revenue base. There is little evidence to signal a return to the more flush times of the 1980s, when higher education gains often exceeded 10 percent annually.

- During the late 1980s and 1990s, government support for higher education decreased, both financially and politically. In Georgia, state appropriations to the University System as a percentage of the total budget have declined from 15 percent in 1982 to 11 percent in 1993.

- A report released in August 1999 predicts that state spending on higher education will probably take a turn for the worse over the next several years, with college officials under increasing pressure to hold the line on budgets and to justify programs. The report says that elected officials and policy makers will subject higher education's budget requests to unprecedented scrutiny. If state's tax receipts dropped sharply, its colleges may face a return to the dark days of the mid-1980s and early 1990s, when many budgets were slashed and tuition rates in some states rose sharply to make up for lost appropriations.

- Competition for state revenues and resources will continue and increase. For example, the demand for funding for human services, prisons and transportation will increase. In fact, while higher education's share of state and local budgets was decreasing, the shares for income maintenance, other social welfare and corrections programs were increasing. Almost all state-university systems are subject to increased political interference these days. Even the ones that traditionally have received ample funds from their state governments are losing ground to other state-spending priorities such as prisons, health care, and K-12 schools.

- This trend means that more of the responsibility for higher education is shifting to students and families, while the state revenue share has dropped. In the ten years between 1983 and 1993, the state revenue share dropped from 70 percent to 62 percent, while tuition revenues grew correspondingly from 24 percent to 31 percent. Indeed, in Georgia, the predominant category of student financial aid has changed from student grants to student loans. Loans place a long-term financial obligation on the students who receive them, and may tend to make college less accessible, especially to poorer students.

- There are also signs that the era of seemingly endless federal support for new higher education programs is coming to an end. There is now what has been called a "new, more austere spending environment." Giving proposed leaps in defense spending, there may not be adequate federal funding for higher education in the years ahead.

Lawsuits

- Some Georgia students are using the courts to challenge what they believe are racial and gender "preferences" in admissions – in effect, challenging affirmative action admission policies. In January 1999, a federal judge ruled that the University of Georgia used an unconstitutional admissions policy from 1990 to 1995 that gave preferences to Black applicants. The ruling was in response to a lawsuit filed in 1997 by a group of Black and White students and parents who are opposed to affirmative action.

- In related suits, public campuses in Louisiana, Mississippi and Texas, as well as California, have been ordered not to consider racial or ethnic backgrounds in affirmative action programs. Equity issues are becoming major problems faced by policy makers in schools and colleges. Legal challenges will increase as standards are raised or changed.

- The number of college and universities fending off lawsuits has thus more than tripled since 1992, according to a 1999 survey that found the costs associated with such legal actions has doubled. The study also found that vast majority of claims filed from 1992 to 1997 came from institutions' employees, who believed that they had been harmed by illegal employment practices. Colleges and universities have seen their costs to settle such claims more than double in the past five years, from $46,000 in 1992 to $110,000 in 1997. Currently, Forty percent of colleges and universities nationwide are experiencing threats of litigation by students

Social

Educational Attainment

- Like many other parts of the state, Northwest Georgia is characterized by lower educational attainment rates. High school and college graduation rates are below state and national averages. On the whole, Georgia ranks 48th among the states in participation in higher education. Related to this is the high dropout rate from high schools in the state. As many as half of all high school students in the college's target area high schools drop out of school before they graduate.

- While high school dropout rates remain high throughout the college's service area, the number of students projected to graduate from high school over the next ten years or so will grow.

- It has been observed that with the area's economy having been driven by manufacturing, thus providing a relatively steady supply of unskilled jobs, the Northwest region has, until recently, never been dependent upon formal education for its livelihood. Now, with the arrival of technology in textile manufacturing, that picture is beginning to change rather dramatically.

EDUCATIONAL ATTAINMENT RATES
PERSONS 25 YEARS AND OVER, 1990 CENSUS

County	Less Than 9th Grade	NOT Completing High School	High School Graduate	Bachelor's Degree or Higher
Catoosa	14.3%	36.2%	34.1%	8.1%
Gordon	18.8%	41.6%	33.1%	9.2%
Murray	23.5%	47.9%	31.2%	5.5%
Walker	19.4%	41.7%	33.3%	8.4%
Whitfield	19.6%	40.2%	28.2%	12.0%
Georgia	12.0%	29.1%	29.6%	19.3%
USA	N/A	24.8%	30.0%	20.3%

Source: The Georgia County Guide, 1998; Statistical Abstract of the United State, 1997.

DROPOUT RATES IN SELECTED HIGH SCHOOLS
DALTON STATE COLLEGE SERVICE AREA

High School	1994-95	1995-96	1996-1997
Lakeview-Ft. Oglethorpe Comp H.S.	35%	36%	37%
Ringgold H.S.	37%	36%	35%
Gordon Central H.S.	43%	49%	N/A
Murray County H.S.	N/A	47%	47%
Gordon Lee H.S.	45%	43%	47%
LaFayette H.S.	45%	43%	47%
Ridgeland H.S.	45%	43%	47%
Dalton H.S.	30%	34%	35%
Northwest H.S.	40%	42%	39%
Southeast H.S.	42%	45%	43%
Georgia	10%	N/A	N/A
US	9%	N/A	N/A

Source: High School Self Reports, 1997; 1995-96 Georgia Public Education Report Card

- These conditions do not lend themselves to postsecondary enrollment. Postsecondary enrollment rates in the region are distressing. Not only are the enrollment rates abysmal, they are declining! In 1995, only 1 in 3 school graduates in the college's area enrolled in postsecondary education; by 1996 only 1 in 4 were enrolling.

POSTSECONDARY ENROLLMENT RATES
DSC COUNTY AREA SCHOOLS

County School	1993-94 PSE Enrollment	1994-95 PSE Enrollment	1995-96 PSE Enrollment	1996-97 PSE Enrollment
Catoosa	28%	32%	24%	N/A
Gordon	27%	34%	20%	34%
Murray	30%	33%	31%	N/A
Walker	37%	27%	18%	N/A
Whitfield	31%	34%	29%	N/A
Average	31%	32%	24%	-

Source: 1995-96 Georgia Public Education Report Card; County School Boards Self-Report, 1997

Educational Attainment Rate of Hispanic Population

- Dramatic demographic shifts involving Hispanic populations is leading to discussions about the low educational rate of the Latino population. According to the Department of Education, nearly a third of young Hispanic adults were high school dropouts in 1995, a rate that has held study for more that 20 years. By contrast, the dropout rate for African Americans ages 16 to 24 has fallen and is approaching the rate for whites.

- The lack of educational attainment of the Latino population is further indicated by the following figures. Nearly 12 percent of the nation's Latinos do not complete fifth grade, 43 percent did not finish high school in 1992, and fewer than 10 percent have completed a bachelor's or higher degree. Less than 20 percent of Hispanic children enter school with any pre-kindergarten experience, and National Assessment of Educational Progress data indicate that the educational achievement of Latino students begins to fall behind that of White students in elementary school and continues throughout high school. By their senior year in high school, 73 percent of Latinos have been enrolled in academic tracks that make their college entrance impossible. The low educational attainment of Latinos continues to limit occupational opportunities due to the rapidly changing marketplace and expanding technologies that call for a more highly skilled and educated workforce.

- In 1996, Latinos in Georgia graduated at a 57.5 percent rate, compared with 82.3 for Whites and 75.3 for Blacks. College enrollment was 35 percent for Latinos, 44 percent for Whites, 35.9 percent for Blacks. For Latinos, not much has change over the past 20 years.

- Currently, about 47,500 of Georgia's adult Hispanics have less than a fifth grade education. It is projected that of the nearly 10,000 Hispanic children who enrolled in kindergarten in 1998, about 2,200 will graduate from high school and about 300 will earn a bachelor's degree. The state's overall high school graduation rate is 68 percent, but only 50.4 percent for Hispanics. In 1999, 3,658 Hispanic students were enrolled in the University System of Georgia – a paltry 1.9 percent of total enrollment

- Connected to the rapid growth of the Hispanic population are limited economic opportunities, with 27 percent of Latino families in 1991 earning incomes below the poverty line as compared to less than 10 percent of non-Latino families, and with 39 percent of Latino children living in poverty.

Poverty

- Even though there are pockets of wealth in area, the Dalton and surrounding counties are marked by extreme poverty. As many as 45 percent of students in the College's target county schools are impoverished enough to qualify for free or reduced cost lunch High poverty rates.

NUMBER AND PERCENTAGE OF TARGET SCHOOL STUDENTS
QUALIFYING FOR FREE OR REDUCED COST SCHOOL LUNCH

School District	Number of Qualified Students	Percent of Qualified Students
Catoosa County Schools	2,548	30%
Dalton City Schools	1,844	42%
Gordon County Schools	1,798	33%
Murray County Schools	3,111	45%
Whitfield County Schools	3,344	32%
Walker County Schools	3,658	42%
Total and Average	16,303	37%

Source: 1995-1996 Georgia Public Education Report Card; Murray County School System, 1997

Trends in Family Structures

- Families of the twenty-first century will encounter many stresses and will increasingly turn to the community and the educational system for support.
- Fewer families will consist of breadwinner husband, homemaker wife, and two children.
- There will be more multi-families. The legal definitions of "family" will change and have an impact on schools and colleges.
- Both partners in most units (married and unmarried) will work.
- The number of single-parent families continues to grow in size and importance.
- The number of people below the poverty line is not improving.

Technology

- Technology has radically transformed the field of higher education so much so that the University System of Georgia strongly believes in the need to accelerate the use of technology throughout the system by encouraging and empowering all of its elements to do so. The University System is committed and prepared to use technology as a central element of teaching, learning, student services, public service, research, and institutional management.
- The continuous improvements in technology mean that technology-based education delivery will become the way of the future. Rapidly developing technology offers virtually unlimited possibilities for higher education. The teaching-learning process is being transformed, as are such academic support services as libraries.
- While the predominant mode of distance delivery remains two-way interactive video, Internet-based courses are on the rise. Many students find that taking courses online offers great convenience and flexibility. Institutions find that putting courses online requires a much smaller capital investment in equipment and airtime than two-way video. Some institutions have been surprised to learn that the audience for online courses consists not only of working adults but also of their own campus-based students.
- The use of e-mail and the World Wide Web is also changing the way colleges deliver and offer courses. E-mail is now used in almost a third of college courses according to a 1997 report by the Campus Computing Project. The rise is most pronounced at universities, both public and private. About 60 percent of courses at private universities and 48 percent of courses at public universities take advantage of e-mail. The use of the World Wide Web is also becoming more common in course work. More than 14 percent of courses at all institutions put class materials, such as syllabi, on Web pages, and more than 24 percent use other Web resources, such as online encyclopedias and Web sites. User support, however, continues to be the No. 1 problem facing campus-computing administrators. The report also says the proportion of campuses requiring students to exhibit competence in using computers has risen to two out of every five. Indeed, the requirements for students to demonstrate competence with computers are becoming common across campuses.

- Electronic delivery systems will bring new providers to the marketplace from the private sector in direct competition with college and universities. Traditional institutions are by no means the only players in the new global market for postsecondary education. Corporate universities run by such giants as Disney and Motorola, as well as universities that specialize in distance education and in meeting the needs of traditional students (e.g., The University of Phoenix) are growing and thriving. Internationally based providers include the United Kingdom's Open University, with more than 100,000 graduates since 1969, and Athabasca University in Canada, with a student population of 12,500. In the United States, fully accredited degree-granting institutions include the University of Phoenix, Walden University, and the National Technological University

- The "digital revolution" may well be the most profound force ever to affect college and universities. It is changing fundamentally how institutions conduct business and how workers communicate. Ultimately, it will change how faculty teach and students learn. A report from Educom's National Learning Infrastructure Initiative, *The Public Policy Implications of a Global Learning Infrastructure*, sets out several possibilities for the "digital future" of higher education. Among the changes it predicts are the following:
-
  - ✓ 'Unbundling' of the instructional process.' Technology enables the separation of instruction from assessment, teaching from degree granting, and content development from content delivery. For example, the new Western Governors University will assess and credential students who may have received their instruction elsewhere.

  - ✓ Expansion of learning opportunities. Distance-learning technologies such as the Internet, cable, and satellite-based systems enable learners to access education whenever and wherever they wish

  - ✓ Lowering of entry barriers to the higher education marketplace. New commercial and nonprofit educational providers can create learning materials that students may chose based on quality, convenience, and price rather than geography.

Distance Education

- In the past two years, American higher education's interest in distance education has exploded. According to a 1997 report by the National Center for Education Statistics (NCES), about 75 percent of all higher education institutions planned to offer at least some courses by distance education in the near future. Among institutions that were offering distance-education courses at the time of the survey (fall 1995), the top two goals mentioned were increasing student access by making courses available at convenient locations, and increasing the institution's access to new student audiences. The greatest barriers keeping institutions from starting or expanding distance-education offerings were (1) program development costs, (2) equipment failures and/or the cost of maintaining equipment, and (3) a limited technological infrastructure to support distance education

- Despite the barriers, almost every post-secondary institution in the nation is getting into the distance-learning business. Several of the nation's most prestigious schools (Cornell, Duke, Stanford, Rice, and Columbia universities, for example) are developing niche-oriented programs that focus on specialized degrees and professional schools.

- As well, fourteen of North America's largest research universities plan to work together to market their distance education efforts through a central directory on the World Wide Web listing all of their on-line programs. The effort, called RI.edu, is the latest attempt to create a high-profile "portal" for distance-education courses. The universities involved are: Massachusetts Institute of Technology, New York University, Pennsylvania State University, Stanford University, University of British Columbia, University of California at Berkeley, University of California at Los Angeles, University of Illinois at Urbana-Champaign, University of Minnesota-Twin Cities, University of North Carolina at Chapel Hill, University of Pennsylvania, University of Texas at Austin, University of Washington, and the University of Wisconsin at Madison. The field is getting crowded, with California Virtual University, eCollege.com, Britain's Open University, the Southern Regional Electronic Campus, Western Governors University.

- By some estimates, 100 new college courses go online each month. The U.S. Department of Education reports that some 26,000 online courses now teach roughly 750,000 students everything from general equivalency diploma classes to law school. According to the department, in fall 1998, distance education courses were offered at 90 percent of institutions with enrollments of more than 10,000 students, and at 85 percent of institutions with enrollments of 3,000 to 10,000 students.

- Distance learning reached a momentous milestone early in 1999 when a college with no campus gained approval of the mainstream higher education community. With little fanfare and barely a notice by most, the North Central Association of Colleges and Schools granted accreditation to Jones International University, a for-profit venture based in Denver. It became the first entirely virtual school to achieve such as status. True to predictions made by proponents during distance learning's beginnings, the college's students are scattered to the four corners and can take classes during any of the 24 hours in a day with no concerns about course schedules, instructors' office hours and distance to campus. Indeed, supporters tout distance learning as one of the best ways to throw open the doors of access to the nation's poor, minority and rural students, who often face insurmountable barriers when it comes to trying to obtain a college degree.

- There is a growing use of state-of-the-art technology and teleconferencing to augment distance-learning programs. Colleges using these technologies have experienced high enrollment because of accessibility of courses to adults who work and have family commitments.

- In June 1999, the U.S. Department of Education announced the first 15 participants – ranging from individual colleges to large higher-education systems – for a pilot project that will make more financial aid available to students pursuing college degrees through distance education. Students taking classes on-line have been hampered from receiving financial aid because of a number of provisions in the Higher Education Act. The government will allow institutions in the pilot project to waive some of those requirements, including the one that makes students ineligible for aid if their college enrolls more than 50 percent of its students or offers more than 50 percent of its courses via distance education.

<u>Textbooks Shifting From Printed Page to Screen</u>

- With two electronic book devices on the market and an exponential increase in reference and scholarly material available online, many are predicting that the shift from page to screen is now approaching reality. Already, some colleges are experimenting with this new phenomenon. At Virginia Commonwealth, for example, sociology students use a "textbook" that exists only online. It sends them to related Web sites, has recorded lectures that they can rewind and offers discussion areas that supplement and enliven their classroom discussions. The notion that this trend is developing has been attributed to a number of developments. First, electronic book technology is advancing rapidly, with better screen resolution and longer battery life and dropping prices. Second, the amount of material available for downloading is now enormous. And third, a generation is coming of age for whom absorbing digital information seems easy and natural.

Government Expenditures on Education Technology

State and local governments are sinking funds into education technology, making education technology one of the hottest markets to watch in 2000, according to figures released by Federal Sources Inc. Fueled by the push for higher standards, accountability and more funding sources, local governments are investing in information technology for education. State and local IT expenditures will continue to grow about $5 billion per year, from an estimated $50.7 billion in 1998 to $55.8 billion in 2000.

Trends and Issues Analysis: Some Implications for Dalton State College

Demographic Shifts

1. DSC may draw more students from non-traditional sources, and retraining and older students will receive increasing attention. An increasingly mature student body may mean change in student assistance and support (for example, day care). There may be high demand in some programs, e.g., upgrading, skill retraining, ESL, technology based programs.

2. Part-time students are often more interested in career-oriented programs than their younger, full-time counterparts. DSC may need to tailor program demands to attract and meet the needs of part-time students. As well, the college's facilities and services such as libraries and student advising may be overtaxed given that it takes several part-time students to equal one full-time student.

3. The number of Hispanic high school graduates will increase markedly in the Dalton Public Schools, but to a lesser degree in other area school systems.

4. The post-secondary participation rate in Northwest Georgia will not increase without an aggressive, long-term effort involving PREP-type programs and active support from business and community leadership.

Admissions/Enrollments

1. Assuming the economy remains strong and unemployment stays low, enrollment will likely not grow dramatically. However, the college can be responsive by targeting programs for working adults and students through evening/weekend and online courses. Notwithstanding a flattening/modest growth of enrollment growth, demand will likely exceed the supply of spaces in some popular programs.

2. The college may have to be more aggressive in recruiting students given competition from area technical institutes as well institutions offering courses and programs online. It may need to employ some of the marketing strategies being used by many colleges today to increase its enrollment pool. Continued growth in student enrollment is important for the college's financial health. Declining enrollments could mean less funding to the college and affect its ability to offer quality programs.

3. To attract more students and increase enrollment, the college may need to communicate the belief that college is necessary for success and promote the advantages of higher education through campus visits, radio and TV ads, publications and local school visits.

4. The College may need to plan and put some infrastructures in place to recruit and accommodate foreign students. Foreign students remain an untapped market for the College, especially now that it has ESL programming on campus. Foreign students can boost overall enrolment.

Academic Support

1. The real need in student support services may not be social, but academic and career related. DSC may need to greatly expand its network of academic advising, counseling and referral services and make maximum use of technology to do so.

Changing Technologies

1. The college should expect demand from students for technologically based instruction. New technology can offer students significant learning opportunities, but only if their professors know how to use it effectively. It follows that DSC must develop a strong administrative support base that will provide faculty incentives and training for using state-of-the-art instructional and information technologies

2. Funding will be needed to maintain technological currency (e.g., equipment, staff). With students demanding more sophisticated options, faculty aware of and interested in applying the new teaching and learning tools, and employers demanding graduates highly trained in new technology, the college will be hard pressed to keep its faculty and staff up to speed.

3. DSC may need to have a comprehensive, cohesive strategic plan to reap technology's many benefits. Indeed, a 1998 survey of colleges found that most lack IT planning, although technology has become a pervasive part of the campus environment and college experience.

Distance Education

1. Electronic delivery systems will bring new providers to the marketplace from the private sector in direct competition with college and universities. Colleges that can reach their target audiences in new and innovative ways, incorporating the use of new technologies, will be most successful in increasing their market share of adult and continuing education students. DSC may have to get into the distance education business or risk losing students to other providers of distance education.

2. In this effort, the college may have to provide instructional technology tools, applications, and design support to ensure that every faculty member receives support and training services in the development of instructional materials for distance education. There may be some budgetary implications to this effort.

3. The college may thus need to take into account the fiscal implications of electronic distance learning, and some faculty skepticism and resistance to innovation and fear of change. Some faculty members may detect administration enthusiasm for cost-cutting at the expense of traditional educational roles.

Continuing Education

1. As a result of the changing job market, most workers will experience significant job changes four or five times during their working lives. There will be continued demand for career training and specialized post-secondary programs. This may create opportunities for employee reeducation and retraining through continuing education programs. More courses may have to be offered and scheduled to better meet the busy lives of participants. This will provide DSC's Continuing Education Center an opportunity to develop specific learning packages customized to employers' needs and deliver these packages to employees anywhere, anytime.

Curriculum/Education Programs

1. Emphasis on part-time study opportunities and new educational technologies will increase the need for revisions to the college curriculum and programs. The college may have to adjust its program mix as a result of new demands and a decline in demand for some programs. There will be a need to offer extensive continuing education and/or technical programs.

2. Hispanic students with limited English language skills will require transitional programming as well as programs and services which are responsive to their culture and needs. The need for academic upgrading and related programs such as ESL and special literacy programs will increase.

3. Foreign language and cross-cultural and multicultural education may need to be incorporated into the curriculum at DSC. As the United States becomes more ethnically diverse and our economy increasingly international, there may be pressure to make some aspects of the DSC curricula more global and cross-cultural. The college may use its study abroad programs to achieve some of these educational goals.

4. Technological literacy and computer skills may be necessary for all DSC graduates since high technology will be part of almost all jobs.

5. The degree to which the College can expand its bachelor's degree programs into areas of high demand may be the most significant factor influencing enrollment growth.

Academic Preparation

1. The college may need to expand its efforts with local schools, teachers, social service agencies, parents and students to try to get middle- and high-school students prepared for college. The low participation of students in postsecondary education means some form of intervention may be needed to get students interested in postsecondary education. This is crucial in light of the new admission standards that will raise the bar for admissions to Georgia's colleges and universities.

2. There may be the need to develop tech-prep programs that closely coordinate services and curricula with local high schools, especially in academic preparatory programs. The college's PREP and tutorial programs may have to be increased.

Fiscal

1. DSC may have to respond to state fiscal restraint by securing alternative revenue sources such as donations and other ventures (scholarships). Continuing state fiscal constraints may lead to requests for tuition fee hikes or cut expenditures elsewhere to make up for shortfall.

2. Resource reallocation, rather than new funds, may have to be relied upon to maintain and improve quality.

3. Tuition and other fees may need to play a larger role.

4. The need to contain the cost pressures of faculty and staff salaries and rapid technological change will present a growing fiscal management challenge to the college.

Accountability

1. With the strong calls for accountability and a continuing desire to analyze retention and success rates comes the need for sophisticated data collection and analysis systems. Obtaining, documenting and maintaining quality information systems for accountability purposes will become increasingly important as accrediting agencies are increasingly demanding that institutional effectiveness data systems be implemented before granting accreditation or reaccreditation. Legislatures and accrediting agencies will continue to seek greater accountability from colleges, and DSC must be prepared to meet and satisfy this requirement.

Student Financial Aid

1. The increasing burden on students to take student loans instead of student grants to finance their education may mean that the college will have to increase its scholarship funds to help students, especially to poorer students.

Hispanic Students

1. The college may need to develop some targeting and recruiting efforts, including direct advertising to the Hispanic community to get Latino students and their parents interested in college. The need to serve the area's Hispanics is urgent. There may need to be more emphasis on ESL for non-English speakers and perhaps special admission requirements for students with poor English language skills. As an added attraction, the college may consider offering English-language courses about Hispanic culture and language.

2. The College's Center for Continuing Education may have a significant role to play as it takes on a greater role at workforce development and bilingual and international business programs that will serve the community.

Assessment of Internal Environment

Strengths

1. Strong community and local support
2. Growth in the college's service area population
3. Known quality of education
4. Fewer or lower percentage of part-time faculty
5. New and potential baccalaureate programs
6. Faculty commitment to providing the best education for DSC students
7. Significant foundation support
8. Improved and up-to-date information technology

Weaknesses

1. Low student retention rate

DALTON STATE COLLEGE
FIRST YEAR RETENTION RATES
1993/1994 – 1997/1998

Academic Year	Dalton State College	System Two-Year Average
Fall 1993-Fall 1994	63.6%	55.9%
Fall 1994-Fall 1995	60.5%	54.0%
Fall 1995-Fall 1996	60.3%	58.1%
Fall 1996-Fall 1997	58.5%	57.9%
Fall 1997-Fall 1998	51.7%	53.5%

Source: Board of Regents of the University System of Georgia

2. Academic preparation and skill levels for basic tasks are still low for a significant percentage of DSC students.
3. No room to grow on campus; "landlocked"
4. Fluctuating enrollment patterns

Opportunities

1. Industry and business demand for technologically trained workers is increasing. Demands increase for new programs and a greater need for retraining.
2. The changing job market in Georgia and the country that is requiring that a significant portion of the labor force be more highly educated than ever. Intensive competition for jobs is convincing more people of the need to secure education and to update their skills
3. Use new baccalaureate programs to attract potential students in competitive programs.

4. The use of technology and distance education programs to reach students far and wide.

Threats

1. The changing status of the technical institutes and its impact on the college's enrollment growth and program offerings, especially in the Technical Division.

2. The growing number of distance education programs.

3. A robust economy with low unemployment rate affecting enrollment growth.

Emergent Strategic Issues

1. What planning activity needs to take place in anticipation of the echo boom? What recruiting strategies should be adopted? What will be the impact of the new admissions standards on admissions and enrollment? Will student access be affected?

2. What adjustments can or should be made if enrollments continue to increase in the next 5-6 years? Does the college have space and room to grow? How will resources be allocated?

3. How can DSC adapt to serve an increasingly diverse and specialized student body?

4. How can the under-representation of minority students be redressed?

5. How will the increasing demands for English as a second language be met?

6. What role should DSC play in meeting the workforce training/retraining needs of local industry?

7. How can programs be kept current? What type of new programs might be required? What are the fiscal implications?

8. Do emerging distance education technologies offer an effective means to reduce program delivery costs?

9. At what pace will campus development and infrastructure needs be addressed?

10. At what rate should technology be infused into instruction and programs?

11. As technology advances, we can anticipate profound changes in the nature of instruction. The only real question or issue is the degree to which this will be something that replaces faculty or whether it will supplement the faculty

12. The introduction of sophisticated new technology into admissions, registrar's, business office, financial aid and student advising has cut down on paperwork, streamlined administrative functions and made information access more efficient. But along with those advantages, there is a concern and issue about the greater threat this pose for student privacy protections, particularly beyond campus boundaries.

Major Stakeholders

1. Students
2. Board of Regents
3. Faculty
4. Employers of Dalton State College graduates
5. Local business community
6. Alumni

Major Competitors

1. Technical Institutes (Coosa Valley, Northwestern, and Appalachian)
2. State University of West Georgia
3. Out-of-state colleges and universities and private institutions delivering distance education in Georgia.
4. Floyd College
5. University of Tennessee at Chattanooga

SELECTED FACTS AND FIGURES

GEORGIA

DEMOGRAPHICS

Population: 7,642,000 (National Rank: 10)

Age distribution:

Up to 17	26.5%
18 to 24	9.9%
25 to 44	33.0%
45 to 64	20.8%
65 and older	9.9%

Racial and ethnic distribution

American Indian	0.2%
Asian	1.8%
Black	28.4%
White	69.5%
Hispanic (may be any race)	2.8%

Educational attainment of adults (highest level):

8th grade or less	12.0%
Some high school, no diploma	17.1%
High-school diploma	29.6%
Some college, no degree	17.0%
Associate degree	5.0%
Bachelor's degree	12.9%
Graduate or professional degree	6.4%

Proportion who speak a language other than English at Home: 4.8%

Per-capita personal income: $25,020

Poverty rate: 14.7%

New high-school graduates in:

1999-2000 (estimate)	79,277
2009-2010 (estimate)	98,358

New GED diploma recipients: 17,774

High-school dropout rate: 13%

COLLEGES AND UNIVERSITIES

Higher education:	
Public 4-year institutions	20
Public 2-year institutions	36
Private 4-year institutions, non-profit	33
Private 4-year institutions, for-profit	8
Private 2-year institutions, non-profit	4
Private 2-year institutions, for-profit	4
Total	105

STUDENTS

Enrollment:	
At public 4-year institutions	159,013
At public 2-year institutions	71,191
At private 4-year institutions	65,913
At private 2-year institutions	4,678
Undergraduate	252,090
Graduate	38,158
Professional	10,547
American Indian	761
Asian	8,886
Black	75,514
Hispanic	4,867
White	202,656
Foreign	8,111
Total	300,795

Enrollment highlights:	
Women	57.0%
Full-time	68.1%
Minority	30.8%
Foreign	2.7%

Proportion of enrollment made up of minority students:	
At public 4-year institutions	25.6%
At public 2-year institutions	33.8%
At private 4-year institutions	40.0%
At private 2-year institutions	28.8%

Degrees awarded:	
Associate	9,462
Bachelor's	27,446
Master's	9,240
Doctorate	997
Professional	2,379

Residence of new students: State residents made up 80% of all freshmen enrolled in Georgia in fall 1996 who had graduated from high school in the previous year; 82% of all Georgia residents who were freshmen attended college in their home state.

Test scores: Students averaged 968 on the SAT, which was taken by an estimated 64% of Georgia's high-school seniors.

MONEY

Average tuition and fees:	
At public 4-year institutions	$2,356
At public 2-year institutions	$1,153
At private 4-year institutions	$11,374
Expenditures:	
Public institutions	$2,835,505,000
Private institutions	$1,916,837,000

State funds for higher-education operating expenses:
$1,483,818,000
One-year change: Up 7%

State spending on student aid:
Need-based: $1,056,000
Non-need-based: $208,145,000

Source: The Chronicle of Higher Education Almanac, 1999-2000 (Volume XLVI, Number 1, August 27, 1999)

U.S. Labor Department's Predictions for the Future:

- As demographics change, pressure will grow to correct lingering disparities in employment opportunities and pay between white and minority Americans.

- By 2050, the U.S. population is expected to increase by 50%, with immigration accounting for almost two-thirds of that growth. About half of Americans will belong to what are now considered minority groups, compared with slightly more than a quarter today.

- Worker education and training opportunities will be a bigger concern for individuals choosing between jobs, and for when labor unions and management sit around the bargaining table.

- Advances in technology and the globalization of industry will reduce the U.S. supply of low-skilled jobs. Many of the fastest growing jobs in the future will require a college diploma or other special training. Among them: computer engineers, database administrators, desktop publishers, medical assistants, and securities and financial sales people.

- The increasing desire by companies and workers for more flexible work arrangements will raise new questions about workers' rights and employers' responsibilities.

- Already, one in 10 workers are in an alternative work arrangement. Most, 8.5 million, are independent contractors and 1.3 million others work through temporary help agencies. Only 7% of temp workers have health benefits, and just one in 10 is eligible for a pension plan.

- Assistive technology including voice recognition software and alternative keyboards will make it easier for people with disabilities to join the work force, but they may still need to overcome societal barriers. Currently, three out of four working-age people with disabilities who want jobs don't have them.

Source: U.S. Department of Labor

New Jobless Figures Show Correlation Between Education and Unemployment

The U.S. Department of Labor added to its monthly unemployment statistics in February 1998 a set of figures that show jobless rates by education levels.

At a press conference, Secretary of Labor Alexis M. Herman said she wanted the statistics to draw attention to the role of education in helping people find jobs. January 1998 employment report demonstrated that correlation. The rates, by educational attainment, were:

- 7.2 per cent for people over the age of 25 who never graduated from high school.
- 3.9 per cent for those who graduated from high school.
- 2.2 per cent for those with a bachelor's degree.
- 1.5 per cent for those with a master's degree.
- 1.6 per cent for those with a professional degree.
- 1.7 per cent for those with a Ph.D.

Secretary Herman acknowledged that the new statistics were in line with the goals of the Clinton Administration in winning support for education programs. "The new data confirms that the widening gap in pay across the country directly correlates to disparities in education," she said. "This is information that employers and politicians need to take seriously.

Source: The Chronicle of Higher Education- Academe Today, Monday, February 9, 1998

EMPLOYER EVALUATION OF COLLEGE GRADUATES
CANDIDATE CHARACTERISTICS

What do employers want to see when they begin evaluating college candidates for employment? The entire package! Extracted from responses to the question, "What are the five most important skills or competencies that a candidate needs to possess in order to be considered for employment?" The "total package" that candidates should possess includes these skills:

Candidates need to be academically prepared in their discipline as it pertains to their employment—this is considered a given by employers. Plus,

1. Communication skills that demonstrate solid verbal, written, and listening abilities. The capstone is presentation skills that include the ability to respond to questions and serious critique of the presentation material.

2. Computer/technical aptitudes based on the level required for the position being filled. Computer ability is now perceived as a given core skill; right up there with reading, writing, and mathematics. The ability levels (expectations) for computer knowledge and application continue to rise.

3. Leadership — the ability to take charge or relinquish control (followership) according to the needs of the organization; closely aligned with possessing management abilities.

4. Teamwork – working cooperatively and collaboratively with different people while maintaining autonomous control over some assignments.

5. Interpersonal abilities that allow a person to relate to others, inspire others to participate, or mitigate conflict between co-workers.

6. Personal traits. The shape of the above competencies are molded by a combination of personal traits, specifically demonstrate initiative and motivation; flexible/adaptable to handle change and ambiguity; hard-working (work ethic) and reliability; honesty and integrity; and ability to plan and organize multiple tasks. Emerging as a key personal trait is an individual's ability to provide "customer service" –anticipating customer needs and the demeanor to respond positively to customer concerns.

Several skills or experiences bind the package and are essential to holding it together. Without these skills, a candidate may not be able to deliver the package.

1. Critical thinking/problem solving—the ability to identify problems and their solutions by integrating information from a variety of sources and effectively weigh alternatives.

2. Intelligence and common sense.

3. Willingness to learn quickly and continuously.

4. Work related experiences that provided an understanding of the workplace and served to apply classroom learning.

This list should be no surprise to anyone—these skills and competencies have been bantered about since the new economy began to emerge in the late 1980's. Why this section needs our attention is the context in which many employers expressed their qualifications. Because the economy is moving so quickly, candidates must enter their position already demonstrating their command of these competencies. There is no time or the luxury of training a highly qualified academic candidate in these skills. Employers demand that the "total package" be delivered at graduation.

Co-Curricular Activities

Students are encouraged to participate in various co-curricular activities that allow them to gain experience applying their learning in different situations. Overseas study and service learning programs have expanded throughout the 1990's as vehicles to engage students in multicultural environments and to increase their awareness of community needs and their rule beyond work and school. Unfortunately, these employers placed very little importance on overseas study and only moderate importance on service learning during the initial selection process.

Involvement in a student organization was very important to 34 percent of these employers with 59 percent believing membership in a student organization was moderately important. Employers reserved their highest importance for work-related experiences such as internships, co-ops, and summer employment (career-related).

- The largest companies and the smallest companies placed more importance on community service.
- Medium sized (2,200-20,000) companies (not the largest or the smallest) credited more importance to co-op and internships with credit than other sized organizations.
- Co-op was significantly more important for employers seeking engineering majors than those who were not.
- Companies seeking engineers also felt that internships (both types) were significantly more important than other companies.
- Computer science majors also benefited from co-op as employers seeking these majors rated co-op higher than other majors, except engineering.

Source: Recruiting Trends 1998-99

THE TOTAL PACKAGE

What do employers want to see in a college candidate that is seeking employment with their companies? We have asked this question in many different ways over the past several years, and the answers seldom vary. Employers, today, are not simply content with listing requirements. They want to see a candidate that possesses all the necessary skills and competencies to be successful in their work environments.

Frequently, you hear employers refer to "the total package." What comprises this package:

- Academically well-prepared
- Solid verbal, written, listening, and presentation skills (communication)
- Computer/technical aptitude (joins writing, reading, and mathematics as essentials)
- Demonstrable leadership potential
- Interpersonal effectiveness
- Ability to work in team environments
- Personal traits that encompass ability to take the initiative; sustained motivation; flexibility/adaptability in response to change; hard-working; and ability to plan and organize multiple assignments

The package must also come wrapped; bound with problem-solving capabilities (identify problems and develop solutions by integrating information from a variety of sources), common sense, and the willingness to learn quickly and continually.

Source: The Black Collegian Online, August 1999

FOREIGN LANGUAGE COMPETENCIES REQUIRED BY EMPLOYERS

Foreign language competencies were required when hiring new college graduates for selected positions, according to 24.2% of the surveyed organizations. The foreign languages competencies required for positions available with surveyed organizations, in descending order of mention, were: Spanish, French, German, Chinese, Arabic, Russian, and Asian languages (i.e. Japanese, Korean, etc.)

The positions requiring foreign language competencies were: marketing and sales, finance, manufacturing, engineering, chemistry, human resources, and international MBA assignments. Additional positions listed by employers were benefits service representatives, pension service representatives, and reporters.

Within the United States, Spanish language competencies were required for new college hires working in health care facilities or caseworker positions in Florida and other states bordering Mexico. Other employers noted the demand for help desk associates and customer service representatives possessing a foreign language competency. Typically, new college hires in these positions need the Spanish language skill and computer literacy.

SKILLS AND COMPETENCIES REQUIRED OF LIBERAL ARTS GRADUATES

When surveyed organizations were recruiting liberal arts graduates, they were seeking certain skills and competencies from these individuals. Most important to employers were a solid grade point average, excellent communication skills, demonstrable computer literacy, and the ability to learn.

The communication skills desired by employers included oral and writing skills, good English grammar abilities, good copy editing skills, and satisfactory listening skills. Other related communication skills were good people skills, excellent interpersonal savvy, maturity, a clear customer focus, and refined customer contact skills.

Leadership and organizational abilities were also important to employers. Related expertise favored by employers was perseverance, teamwork, management skills, and good follow through. New graduates with keen intelligence were given premium consideration. This aptitude was described by other employers as high academic achievement, the ability to think critically, especially the ability to think "out of the box", a good grade point average, the ability to learn quickly, the ability to think on your feet, and broad interests.

Other requests made by employers on liberal arts graduates were the creative ability to solving problems, analytical competencies, quantitative and research proficiencies, and logical decision-making abilities.

Employers rated liberal arts graduates with practical work experiences distinctively higher. Particularly important were previous career-related work assignments and volunteer experiences in assignments where the college students could practice their career interests. An example was the appeal for new graduates to obtain related work experiences in retailing.

Supplemental qualifications commonly accepted (3) by employers were flexibility, the ability to flow with changes, a clear career focus and vocational orientation, and a willingness to work in the environment afforded by the employer.

Computer literacy is not the sole domain of technical graduates. Liberal Arts graduates are also expected to be computer literate, able to enter data, and possess and sustain a curiosity about technology.

Source: Recruiting Trends 1997-98

COMPETENCIES AND SKILLS IN HIGHEST DEMAND

After reviewing the recruitment efforts of their organizations on college and university campuses last year (1996-97), 67 surveyed employers summarized the job competencies and skill areas that were hardest to find. Most significant among the abilities and talents listed by employers were engineering, computer-related occupations, and select business and management assignments.

The computer-related occupations were computer programmers, systems analysts, information technology majors, visual basic computer programming language, management information systems majors, computer science, UNIX programmers, C++ programmers, COBOL programmers, computer aided design (CAD), and networking managers.

The business and management majors mentioned by employers were accounting, sales and marketing, material science majors, MBAs with experience in manufacturing or human resources, and insurance majors.

The academic skill areas and job performance competencies cited by employers were writing skill, speaking and presentation skill, telephone communication skills, supervisory and management skills, and warehouse management skills. Areas of personal focus noted by employers were the desire for a long-term commitment, a strong work ethic, risk takers, solid self-motivation, and new graduates with common sense.

Source: Recruiting Trends 1997-98

HIGH-TECH INDUSTRY SEEKS EMPLOYEES WHO CAN:

1. Understand data and apply learning

- predict how one piece of data can affect an entire process
- organize wide ranges of narrative or computational data into useful information through basic computer applications
- evaluate performance quickly and competently, such as the performance of machines in automated systems, the performance of teams of coworkers, and the employee's own job performance

2. Think and function independently

- adapt to unforeseen circumstances with minimal supervision
- foresee and solve problem; troubleshoot
- take charge of their own career education

3. Communicate and work effectively in teams

- work in cross-cultural teams to accomplish tasks
- employ the social skills necessary for intercultural understanding
- present information coherently to coworkers and supervisors, including people who have limited English proficiency and/or are from different cultural backgrounds
- help to train others

Source: AAHE Bulletin, Vol. 51, No. 6, February 1999

KEY FACTORS CONSIDERED WHEN INTERVIEWING

When surveyed organizations were conducting interviews with new graduates on college campuses, certain key factors were considered as very important during the evaluation process. The most significant elements of successful interview, according to surveyed employers were:

***Real-world work experiences*:** For new college graduates who want to land the top career opportunities available with prospective employers, it is very important that they obtain pre-professional work experiences, relevant cooperative education assignments, entrepreneurships, internships, and/or volunteer positions that test their potential. Employers were very interested in college students who have thoroughly investigated their career alternatives and spent significant time on task with their preferred career interests.

***Technical skills*:** The breadth of technical competence was high on the list of factors examined by employers. Another dimension of this factor was knowledge of the automated technologies profession and technical wisdom. New graduates who have the ability to relate their educational and internship experiences to the employers' world were highly desired. In addition, an ability to manage different technical tasks was essential.

***Grade point averages*:** One measure of academic abilities possessed by graduating students was the grade point average attained. Employers sought candidates with good grade point averages during a student's college career. Without other quantifiable measures to consider, employers were limited to use of grade point averages as a basic standard for success during college and potential for achievement on the job.

***Academic preparation*:** Especially meaningful to employers is the academic training received by college students. Degrees obtained in academic fields related to the employer's job openings were important. Another key factor is the graduate's raw knowledge.

***Leadership qualities*:** The leadership roles held by college students with extra-curricular clubs and campus activities were clues to job performance potential for employers. New graduates who have been in leadership positions and can list their successful accomplishments were more appealing to employers. Experiences with student publications were also viewed favorably. An entrepreneurial attitude was desired too.

***Percent of college expenses paid*:** Graduating students who have worked their way through college were winners, as far as employers were concerned. From the employer's perspective, this factor is a demonstration of the graduate's work ethic and self-motivation.

***Personal presentation*:** The way new graduates present themselves to employers during the interview is important. Personality, maturity, professionalism, personal impact, good nature, and personal factors cited by employers.

***Attitude*:** The confidence and positive attitude displayed by the new graduates was significant too. Employers reported these factors as self-confidence, poise, and self-esteem. A portion of humility was recommended also.

Communication skills: The applicant's ability to converse during the interview is critical. Also important for successful job performance in most organizations were the abilities to communicate effectively with others, to perform satisfactorily as a public speaker, to write well, to listen attentively, and to positively influence others toward achievement of group goals. Furthermore, employers during the interview focused on interpersonal skills. Can the new graduate adequately answer questions? Does the new graduate ask intelligent and interesting questions?

Computer skills: Technical abilities were investigated by employers throughout the pre-employment process. During the interviewing phase of recruitment, employers frequently asked questions related to the graduate's prior experiences with computers, email, software, and hardware applications.

Problem analysis and analytical thinking: Another measure used by employers is a graduate's initiative. Employers want proven skills, so graduates need to cite examples. Critical thinking is also measured with problem-solving situations as an element of interviews.

Customer service orientation: It is important for new graduates to search their prior work experiences for assignments where their attention to customer needs was tested and successful. Employers know that customers expect a friendly greeting and a higher level of satisfaction. Otherwise, the customers will take their business elsewhere.

Adaptability, drive, and initiative: Enthusiastic, bright, and energetic, but humble, were other words used by employers to describe the new graduates they were seeking. Employers want new graduates who will fit within their corporate culture. In addition, employers wanted team players who were flexible, honest, and adaptable.

Proven track record: Employers were searching the answers given by new graduates in interviews for documented evidence of the applicants' previous conduct on the job, successful work performance behaviors, and abilities to get excellent work results.

Ability to learn: Examples provided by new graduates about prior work situations that demonstrated an ability to learn were considered important by employers. According to recruiters, new hires in their organizations will encounter numerous predicaments in the normal flow of their work activities which will require an enthusiastic eagerness to acquire new knowledge or master additional understanding.

Preparation for interviewing: If new graduates expect to be successful when interviewing they must be prepared. An ample knowledge about the organization conducting the interview is a necessity. Be on time for the interview. Actually, being a few minutes early would be advisable. Employers reported that punctuality weighed heavily in their measuring standards. Other suggestions: be familiar with the work performed by the employers, dress the part, ask for the job, and ask good, intelligent questions.

Passion for work: A convincing work ethic is desired. Employers wish to determine if new graduates want to work or just get paid. Employers are seeking new graduates who enjoy working, thinking, listening, and expressing themselves. The number of times new graduates have missed classes is meaningful to employers. Other factors were examined including the new graduate's employment record.

Career interests: Employers pleaded for new graduates who were organized and had a sense of direction. New graduates ought to have a serious interest in the career opportunities offered by employers. The employers want new hires who were highly motivated, because they want the new graduates to develop successful careers in their chosen professions. Realistic expectations were desirable too. Employers want new graduates who were goal driven and interested in the career offerings provided by the employers.

STARTING SALARY EXPECTATIONS

For second year, college graduates will see nice increases in starting salaries. Salary ranges are expected to shift up 3% to 5%. Employers did indicate that in certain markets, higher increases would have to be offered to attract qualified candidates. The estimated bachelor's starting salary range is between $33,900 to $37,200. However, these figures are strongly influenced by technical majors. The following chart shows the expected salary ranges for aggregated academic majors.

Academic Group	Associate ($)	Bachelor ($)	Masters ($)
All	26,100-30,100	33,900-37,200	45,600-50,200
All sciences (not biological)	-------	37,300-39,100	47,700-49,300
All humanities/social science	19,900-22,900	24,100-27,600	27,400-35,300
All business	24,300-29,600	27,400-32,900	29,700-35,300
All engineering	27,200-31,000	39,900-43,000	48,800-54,900
All computer science	32,900-35,200	38,300-41,600	46,400-50,400
Liberal arts	-------	27,800-33,200	-------

Source: Recruiting Trends 1997-98

Estimated Averages Starting Salaries and Ranges
(Listed from highest to lowest)
For New College Graduates in 1997-98

Bachelor's Degree Graduates	Estimated Average Starting Salary	Percentile	
Academic Majors		10th	90th
Chemical Engineering	$44,557	$39,558	$48,719
Electrical Engineering	$41,617	$35,394	$46,845
Mechanical Engineering	$39,857	$34,353	$45,492
Industrial Engineering	$39,462	$33,728	$44,763
Computer Science	$38,741	$31,230	$45,388
Physics	$36,692	$29,412	$43,344
Materials and Logistics Mgt. (purchasing, Operations, and transportation)	$36,190	$25,875	$43,470
Packaging Engineering	$36,089	$29,148	$45,804
Chemistry	$35,227	$20,640	$53,664
Civil Engineering	$34,385	$28,732	$41,224
Mathematics	$33,180	$22,704	$42,353
Financial Administrations	$32,430	$24,323	$41,400
Nursing	$31,802	24,685	$41,280
Geology	$31,273	$24,768	$40,248
Accounting	$31,209	$24,840	$36,225
General Business Admin.	$30,373	$21,735	$40,365
Marketing/Sales	$29,012	$20,700	$36,225
Human Resource Management	$28,003	$20,700	$36,018
Agriculture	$27,710	$20,700	$36,225
Human Ecology/Home Economics	$27,339	$21,466	$34,056
Retailing	$26,650	$22,704	$30,960
Communications	$26,392	$19,608	$35,088
Natural Resources	$26,035	$17,595	$33,120
Hotel, Rest. Inst. Mgt.	$25,938	$22,770	$30,015
Advertising	$25,485	$18,576	$31,992
Journalism	$24,588	$18,576	$31,992
Liberal Arts / Arts & Letters	$24,578	$15,480	$31,992
Social Science	$24,170	$15,480	$34,056
Education	$23,837	$18,576	$29,515
Telecommunications	$22,563	$15,480	$31,992

Advanced Degree Graduates	Estimated Starting Salary	Percentile	
		10th	90th
M B A	$44,666	$31,500	$58,800
Masters	$43,645	$31,370	$49,995
Ph.D.	$58,109	$49,790	$73,325

Source: Recruiting Trends 1997-98

Salary Expectations
Associates Degree
1998-99 Expected Starting Salary Range Compared to 1997-98 Salary Range ($)

Seeking	Starting Salary Range 1997-98 ($)	Starting Salary Range 1998-99 ($)	% Increase
All majors	20200-27400	22100-29700	6.4
Humanities/Social Science	19300-22400	19900-22900	2.7
Business			
All business	23700-27600	24700-30900	8.0
Accounting	23000-25500	22300-25700	NC
Business Administration	21000-24900	23600-26000	6.2
Finance	20700-30800	24900-28600	15.0
Marketing	21300-30800	22100-31800	3.5
Hospitality	24100-29400	26000-29900	5.0
Majors – all	23100-28100	24300-29600	5.3
Engineering			
All majors	25000-28900	27200-31000	8.0
Computer Science			
Computer Science	29200-31000	32300-33900	10.0
Management Info. Systems	31000-33450	34700-37500	12.0
All majors	30000-32300	32900-35200	4.3
All reported	24600-28600	26100-30100	5.7

Source: Recruiting Trends, 1998-99

Salary Expectations
Bachelor's Degree
1998-99 Expected Starting Salary Range Compared to 1997-98 Salary Range ($)

Seeking	Starting Salary Range 1997-98 ($)	Expected Starting Salary Range 1998-99 ($)	% Increase
All majors	23800-30200	26300-32000	8.0
All technical	33000-38100	33500-38800	1.6
All liberal arts	26600-31800	27800-33200	4.5
All sciences	35200-37300	37300-39100	5.4
All humanities/social science	23100-26500	24100-27600	4.2
Business			
All majors	27700-31900	29200-33000	4.4
Accounting	30200-32000	31000-32500	2.0
Business Administration	28400-31000	29300-32800	4.5
Finance	28500-32000	29700-33300	3.8
Marketing	27500-29100	29100-32600	5.4
Logistics/Supply Chain Mgt.	31100-33900	32200-35400	3.9
Hospitality	25500-29600	26300-30800	4.4
Majors – all	28600-31700	29700-32900	3.8
Engineering			
Civil	33700-35100	34800-36400	3.0
Chemical	42600-44000	44000-46400	4.3
Computer	39200-42800	40500-44200	3.3
Electrical	39500-42800	40400-43900	2.5
Engineering Tech.	36400-41000	37500-40800	1.5
Industrial	37400-40800	38400-42000	2.8
Mechanical	40200-42800	41600-44400	3.6
Majors – all	38700-41700	39900-43000	3.1
Computer Science			
Computer Science	36950-39600	38300-41600	4.3
Programming	35900-39000	37000-40600	3.6
Management Info. Systems	35200-37600	36800-39700	4.9
Information Sciences	32800-40500	39800-42700	5.4
Communication/Telecomm.	26000-28800	28100-30900	7.6
Human Resources/LIR	29000-33300	28500-33750	1.0
Construction	29500-32700	29800-32800	0.5
Allied Health	36550-38200	38050-39800	4.1
Agriculture/Const.	24000-27500	25600-29400	6.8
All Reported	32600-35700	33900-37200	4.1

Source: Recruiting Trends 1998-99, Michigan State University

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TOP EMPLOYERS MAJORS IN DEMAND

MAJOR	BACHELORS	MASTERS	TOTAL
Accounting	7616	1111	8729
Business Administration	5372	2208	7580
Business Management	5479	240	5719
Education	3991	1535	5526
Management Information Systems	4886	519	5405
Computer Science	4069	925	4994
Liberal Arts	4411	125	4536
Electrical/Electronic Engineering	2060	566	2626
Finance/Banking	1373	1022	2395
Computer Engineering	1412	349	1761
Marketing and Distribution	1444	67	1511
Mechanical Engineering	1025	147	1172
Chemical Engineering	758	67	825
Industrial Engineering	635	96	731
Systems Engineering	443	256	699
Hospitality/Hotel/Restaurant Management	650	8	658
Retail/Merchandising	642	13	655
Biology/Biological Sciences	511	103	614
Math/Actuarial Science	465	68	533
Psychology	375	114	489
Pharmacology/Pharmaceutical Sciences	456	2	458
Sociology	311	103	414
Language/Literature	301	59	360
Physics	253	80	333
Foreign Language	280	50	330
Social Work	200	95	295
Economics	262	15	277
Chemistry	240	19	259
Civil Engineering	239	5	244
History	166	54	220
Environmental Education	200	0	200
Environmental Engineering	155	36	191
Health Admin Management and Related Services	84	97	181
Statistics	164	12	176
Criminal Justice	150	2	152
JD/LLM	0	150	150
Law/Tax	0	150	150
Aerospace Engineering	120	10	130
Agribusiness	122	5	127
Music	112	0	112
Actuarial Sciences	100	0	100
Marketing	11	88	99
Nursing and related services	94	4	98
Taxation	4	91	95
Sciences	43	44	87
Allied Health/Bio-Medical Science	81	2	83
Public Health	0	70	70
Horticulture/Agriculture	60	0	60
Nuclear Engineering	55	1	56
Manufacturing Management	30	20	50
Org. Behavior/Org. Design	0	50	50

Source: THE BLACK COLLEGIAN Magazine, August 1999

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